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Volta review

THE ASSOCIATION REVIEW

An Educational Magazine

PUBLISHED BY

THE AMERICAN ASSOCIATION TO PROMOTE THE
TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

Volume I

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PHILADELPHIA, PENN.
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Gardner Greene Hubbard

THE ASSOCIATION REVIEW.

VOL. I, No. 1.

OCTOBER, 1899.

THE ASSOCIATION MAGAZINE.*

At a late meeting of the Board of Directors of the American Association to Promote the Teaching of Speech to the Deaf, it was decided to undertake, as a part of the work of the Association, the publication of a magazine. This decision was reached after careful and mature deliberation, with all conditions and interests fully set forth and considered. It was deemed that the life and future usefulness of the Association required activity and some medium of expression, some means of ready and frequent communication with and among the membership. The reports of the Summer Meetings have contributed heretofore to these requirements, but as these reports have been infrequent and necessarily more or less delayed in their publication, they have but partially met the demands ; nor could they be relied upon to fulfill the probably much larger requirements of the future. The great advancement in the teaching of speech to the deaf made in recent years in this country is a prophecy of yet greater advancement in the years to come. The American Association in its work of promotion has contributed in no small part to the advancement already made ; it must continue in its work and continue to contribute to the movement making so strongly and so surely for better and worthier things in the education of deaf children. The establishment of a periodical it is believed will

*A paper read at the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

strengthen the work and strengthen the hands that are doing the work all over the field. The press is an engine of power, no matter what may be the cause it serves, or the movement it fosters. The Association then does wisely to enlist it in the cause of speech-teaching, availing itself of its ready facilities and large resources to the better and speedier attainment of its ends.

The primary purpose of the Association, as its full name indicates, is to promote the teaching of speech to the deaf ; it will be likewise the primary purpose of the magazine, as the Association's right hand, to promote speech-teaching in every way that is possible through such an instrumentality. Yet, this specific purpose will in no wise limit the field of the magazine, for it is recognized that teachers of the deaf must be something more than teachers of articulation, more than instructors in a special branch or of a special subject. Teachers they must be, trained and skilled, specialists if you will, in the part or parts of the work they are called upon to do ; but they must be also, with all the rest and above all the rest, educators.

Speech to be speech must be more than intelligible utterance : it must be intelligent utterance as well. And none realize this more than teachers of speech themselves. Intelligibility without intelligence is but empty sound, noise—to be heard, to die away, to leave no impress. True speech proceeds from thought, and is the expression of thought, and to be effective of worthy ends, it must be the instrument of a developed, disciplined, well-filled mind. But this is the whole question, the whole problem, of education, and it is the problem that presents itself to every teacher of deaf children who compasses in his views and estimates the full and exact measurements of the task before him. Our magazine will then address itself to teachers of speech and to teachers by speech, but to both as, in the largest sense, educators. To this end it will aim to be an educational magazine upon broad lines and with a scope to embrace the whole field of educational effort. It will be technical in its matter, as it must be to be useful to our teachers in their whole work, but technical only so far as may be necessary ; after that it will be general, recognizing that where our work ceases to be technical, where it ceases to be articulation

teaching and language drill, at that point it ceases to be a special work, and from thence it becomes a work purely educational in its character, taking on and pursuing the purposes and aims, and for the most part employing the methods, common to all educational work. In its purely technical features our work is narrow and its tendencies are narrowing, the more necessary then that our teachers, in their study and reading, should obtain glimpses from time to time of the larger work going on about them, receiving therefrom inspiration and aid, together with all the broadening influences and impulses prevailing in that work, that must inevitably make for better things in their own special work. There is little question that the cause of speech-teaching has suffered in the past by the narrowness of views of teachers who have limited their work and their art to the giving of vocal utterance. These views and this kind of teaching are fortunately less prevalent today than formerly, but with new teachers coming continually into the work both the views and the practice will revive ; hence the constant need of a corrective and directive influence, and this it is hoped the magazine will provide.

The circulation of the magazine will be largely among teachers actually engaged in the work of instructing the deaf, and to them it must look in great part for its support and for contributions to its pages. Contributions especially are solicited and they will be welcomed in the measure that they are thoughtful and practical and with the purpose to point the way to the securing of better and larger returns in the work. In so far as the magazine may circulate outside the ranks of teachers, it will find its clientage among directors and patrons of schools for the deaf, parents of deaf children, the educated deaf, and that numerous class of large-hearted, large-minded men and women with only their natural and generous impulses to draw them toward and to interest them in the work of the education of the deaf. All these the magazine will hope to interest more largely in speech-teaching and to give still more largely of their influence in its behalf.

The policy of the magazine will be one wholly of encouragement and co-operation. Its aim will be at all times and wherever need arises, to lend the helping hand. It will be assumed that

the question of speech-teaching *per se* is a settled question : that it is the accepted purpose of our schools to give every deaf child opportunity, with a fairly prolonged trial, to learn to speak ; and that the schools generally are doing at the present time and under existing conditions, all the speech-teaching that it is possible for them to do. The situation calls thus only for its own continuance and for the rendering of such aid as shall sustain the movement now making upon present lines and with the present force or momentum. The magazine will recognize that the spirit now prevalent in our schools is one entirely favorable to speech for the deaf, and to more and better speech-teaching so soon as more favorable conditions may warrant and permit. This spirit, if it exists, and there is hardly doubt of it, calls for nothing but aid and encouragement, and these the magazine will render to the full extent of its resources and powers.

It is almost as difficult to name a magazine as it sometimes is to name a child, and this writer has had experience quite recently with both difficulties. The name of the magazine, as finally settled upon, will be THE ASSOCIATION REVIEW. With the name selected, it was hardly less difficult to determine the form the publication should take. After much casting about it was decided to give it the general form and appearance of the *Educational Review*, edited by Nicholas Murray Butler, and published by Henry Holt & Co., a most valuable magazine, and one whose excellent features it is hoped we may copy in more particulars than one.

Little more needs be said, or can be said, here and now, of the character and scope and policy of the proposed magazine. The future has its story and its work, and the magazine may well be left in its successive issues to speak and to show for itself. It asks only that in your judgments you minify its shortcomings and magnify its excellencies, and that you give it, each of you, the benefit of your support and the encouragement of your good will.

I wish finally to say that as editor of the magazine I would have it that the membership of the Association should feel a proprietary interest in it ; feel that it is their magazine. And feeling this individual proprietary interest in it, they should assume

and feel an individual responsibility for it, for doing each and every one all that he can do to make it the success we all wish it to be. The magazine is yours, it is ours, now let us all together put our shoulders to the wheel and make yet further advancement, yet larger achievement in the great work in which we are engaged, the great work which we all love.

FRANK W. BOOTH,
General Secretary and Treasurer of the Association.

THE TEACHER AND THE STATE.*

Among the writings of the great reformer, Martin Luther, there is no more interesting and spicy reading than in certain discourses in which he rebukes the German princes and people for their shameful neglect of schools and learning. If Luther were alive today, he would hardly need to plead for the value of schools and instruction ; their importance is fully recognized. We have schools of theology, law, and medicine ; of arts and technology, of agriculture and business, of stenography and type-writing, of housekeeping and cooking. There is scarcely any pursuit for which men and women may not gain special preparation in some of the courses of our great universities.

And this is as it should be. Competition in all callings grows every year more severe. The young man or woman finds it far harder to gain a foot-hold in life than it was ten or twenty years ago. Not only the professions, but all the avenues and paths leading to a livelihood, are crowded. We are beginning to recognize that the best and most complete preparation is none too good for even the humblest work in life.

The necessity of the best school-buildings and appliances, and of the best teachers using the very best methods is, except perhaps in our colleges, universally recognized. The school or university which can best prepare its pupils to compete successfully in the various occupations of life can have its pick of the best young men and women in the land. And this again is very good. And the value of the school, as laying the foundation for the success of the *individual* in his chosen calling, cannot be overestimated.

But Luther had another and a better reason for wishing for good schools and teachers than their usefulness in turning out

*An address delivered before a session of the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

successful lawyers, doctors, merchants, and scholars. Turning to the parent, he says :

“ If thou hast a child that is fit to receive instruction, and art able to hold him to it and dost not, but goest thy way and carest not what shall become of the secular government, its laws, its peace, etc., thou warrest against the secular government, as much as in thee lies, like the Turk, yea, like the Devil himself. For thou withholdest from the kingdom, principality, country, city, a redeemer, comfort, corner-stone, helper, and savior. And on thy account the emperor loses both sword and crown ; the country loses both safeguard and freedom, and thou art the man through whose fault (so much as in thee lies) no man shall hold his body, wife, child, house, home, and goods, in safety. . . . This all thou wilt assuredly do, if thou withdraw thy child from so wholesome a condition for the belly’s sake. Now art thou not a pretty man and a useful in the world ? Who makest daily use of the kingdom and its peace, and by way of thanks, in return, robbest the same of thy son, and deliverest him up to avarice, and labordest with all thy diligence to this end, that there may be no man who shall help maintain the kingdom, law, and peace ; but that all may go to wreck, notwithstanding thou thyself possessest and holdest body and life, goods and honor by means of said kingdom. * * *

“ Therefore let thy son study, nothing doubting, and though he should beg his bread the while, yet shalt thou give to our Lord God a fine piece of wood out of which he can whittle thee a lord. * * * * Beloved, count it one of the highest virtues upon earth, to educate faithfully the children of others, which so few, and scarcely any, do by their own.”—(Luther, on Education. Hedge, *Prose Writings of Germany*, pp. 11-12.)

It is exactly this relation of the teacher to the state, which demands our most careful attention. Our age and country is intensely individualistic. Our form of government, our history, and all our traditions emphasize the freedom and right of the individual. Not content with being born free and equal and with certain inalienable rights, many are beginning to claim that one man is just as good as another, however much they may differ in character and wisdom, and that each should be allowed to work his own sweet will. We do not want a paternal government, but one which shall leave all possible freedom of action to the individual. We seem to *tolerate* law, merely because it gives

freedom and safety to the individual in his private capacity. And the average American has proven himself entirely capable of taking care of himself. But it may fairly and pertinently be asked whether he shows an equal solicitude for the welfare of the state, and whether its interests are always jealously and successfully guarded. With our great national wealth and abundant resources exploited by an energetic and shrewd people, a marvelous material prosperity has resulted. The struggle for comfort and luxury, which Mr. Huxley has well pronounced a hundred fold more cruel than the struggle for existence, has been an admirable training in keenness and shrewdness, in boldness and foresight. But are our shrewd, bold capitalists always thoughtful of the rights and interests of the community? We are threatened by no external enemies, and as long as all enjoy comparative abundance and comfort, we have seen few internal causes for alarm. We have been rarely called upon to make great sacrifices for the state, but have been left almost entirely free to pursue our own private, individual interests. Now all this has certain great and very tangible advantages, but it is not the best training in patriotism. We rightly glory in our free and beneficent institutions, and in the opportunities which they offer to every one of its citizens.

But men are more willing to accept privileges than responsibilities. And there is hardly a more fatal gift than privileges which awaken no feeling of responsibility in the recipient. Our system of government is imperilled today by bosses, rings, and corruption, which exist only because the citizen shirks his responsibilities. Let us remember the words of the great German jurist and statesman: "You cannot found a great and permanent institution on privileges, but only on responsibilities."

In many a noble German house today you will find among the choicest heirlooms pieces of iron plate and jewelry bearing the motto, "I gave gold for iron." This ironware was given by the German government in exchange for the gold plate and jewels poured into the state treasury to be melted down to furnish men and arms for the life and death struggle with Napoleon in the cause of German liberty. Such sacrifices are not merely

born of patriotism ; they, and really they alone, engender it.

And the state needs help today. We are all aware of the competition between individual members of the same profession. Are we equally alive to the fact, and do we think of it often enough, that there is going on today within our commonwealth an even fiercer struggle between rival civilizations ? It is a silent struggle, and for long periods we may remain entirely unaware of it. Slowly, but very surely the conditions of our life and the character of our population are changing. But looking back fifty years, we can all see that Massachusetts has changed greatly ; fifty years hence she will be other than now. Shall her standards and aims, in one word her civilization, be those of old New England, or shall they be Canadian or Irish, or somewhat better or worse than any of these ?

Some of the past we shall surely retain, but the old civilization is gone with the conditions which accompanied it at its birth. We have gained and lost by the change ; but we cannot go back, if we would. Courageously or fearfully we *must* go forward, but into what ? Shall we remain the centre and home of art and learning and culture, of rugged strength and sound principles, of pure morality and of a Christian religion worthy of the name ? Or shall the scepter depart from us ? Shall philistinism, or practical or unpractical idealism, prevail ? These questions affect the welfare of the whole community, and are of vastly greater importance than wealth, fame, and success, of few or many of its citizens.

Now the answer to these questions, the issue of the struggle between these rival civilizations and systems, will and must depend primarily and mostly on the work of our teachers. And it is of the utmost importance that we should realize this.

Our system of education exists primarily for the interests of the state. It was for the benefit of the community that Harvard College was founded. It was for the welfare of the Commonwealth that laws have been enacted requiring that every child within its borders should have at least a common-school education. The lawyers, doctors, and merchants may claim the right and freedom to pursue their own private interests to the neglect

of the community. But the Commonwealth turns to our teachers and says, "You are *my servants*. To you I commit the care and training of my future citizens, as their own parents can never train them. You, at least, will guard my interests."

And the state has a right to claim our whole-souled, loyal, and enthusiastic service. To whom else can she turn? If we neglect the work, who else can do it, if he would, and who else will?

The votes and enactments, the policy and principles, the very civilization of the Massachusetts of the twentieth century are being determined by the training which our boys and girls are now receiving at school and college. "Waterloo was won at Rugby." It was the German schoolmaster who triumphed at Sedan. These are truisms.

But truism is only another name for evident but *forgotten* truth. We need to be reminded of our duty to the state, of the responsibilities, and therefore the glory, of our profession. We need a just and profound pride in our work and position; not for our own comfort and self-gratulation, but that we may thereby become better workmen, more worthy of our opportunities. No man ever becomes an artist until he is proud of his work and calling. And we ought to walk with heads erect. For, pardon the repetition, the future of Massachusetts depends more upon us than upon all her merchants and financiers, her legislators and statesmen (if she only had any statesmen) put together.

For who chooses the law-makers, if not the people? And, if the people demanded better laws and enactments, would we not have them? And, while the statesman may lead, even the greatest statesmen, especially here in America, can go no faster or farther than the people are willing to follow. And who is to train a generation which will follow only wise leaders, and demand wise laws, and stamp out corruption? Now, as in the days of the prophet, the people perish for the lack of knowledge. And who shall instruct, if not the teachers?

"But," you will say, "all of this will apply very well to professors in universities, but you have forgotten that we are teachers in high schools, grammar schools, and kindergartens.

We cannot teach children political economy and good citizenship." I have spoken as I have precisely because I am speaking to teachers of grammar schools and kindergartens. First of all, I say it to our shame, the teachers in our colleges and universities seem to have forgotten, or to have never known, that it is their business to do anything more than to impart a certain amount of useful or useless information. But you have learned that teaching means training as well as instruction. And for this very reason our secondary schools are doing their work and progressing, and gaining the confidence of the public far better than our colleges and universities. But I doubt if even you appreciate how early in youth the lines are marked out, along which the life is to continue its development. Certainly a quarter century's experience has only confirmed my own opinion that boys, and I suppose that the same is true of girls, leave college with much the same tendencies and habits with which they entered. If they come to us industrious, thoughtful, earnest, they usually leave us with these habits and tendencies strengthened and intensified. If they come to us idle, careless, or with bad habits of study or thought, our best efforts will fail of anything like success. You mold the clay, we grind and chisel at the marble. If you can develop in the child habits of work and thought, if you can rouse an appetite for good literature and good form, if you can foster in him honesty, purity, and pluck, you may be sure that you *have* trained a useful citizen. If you cannot, or do not, succeed with the child, the college or university can do but little with the youth. I do not wish to underestimate the responsibility of the teachers in our colleges and universities. I freely grant that they do not realize their great opportunities. But I cannot escape the conviction that the most important, fundamental, and essential work of education is, and must be, done with the younger pupils in the so-called lower grades of our schools.

And the community is rapidly awakening to the fact that it is not enough that the pupils in our public schools should acquire a certain amount of knowledge, or proper habits of study, or even mental keenness and alertness. We are finding it necessary to introduce early in the course some kind of training in temper-

ance, self-control, patriotism, morals, and religion. And I think that we shall all practically agree that some such training is necessary, however much we may differ as to its kind and mode.

A purely intellectual training of the child is far more inadequate today than it would have been fifty years ago, and old methods must be modified and supplemented to meet entirely new conditions. The material which we are trying to fashion has changed; the children are no longer of the former blood, stock, and training. They have inherited new tendencies and modes of thought.

And the parents are as changed as the children. In old times the child was governed at home and expected to be governed at school. Now, that he governs his parents with a rod of iron, he cannot understand why teachers should be so rebellious and refractory. In my childhood a whipping at school meant another whipping at home. Now nobody is whipped, except that the teacher is now and then threatened with condign punishment by some irate parent. Corporal punishment is a thing of the past, and everything must be attained by moral suasion. If everything can be thus attained, it is certainly a more excellent way. But until our "moral suasion" experiment has been more thoroughly tested by its results, let us not be too thankful or praise the Lord with too loud a voice that we are so much better than our benighted and brutal ancestors, who undoubtedly used the rod with a rather unnecessary frequency and severity.

Increase of wealth has brought to children a host of gratifications which had to be denied to their parents in their childhood. This is not without great advantages. But as parental government grows less strict, as children find that more and more of their desires can be gratified, self-control is less cultivated in the child and becomes more difficult of attainment. The uncontrolled child grows into the lawless youth and the anarchistic adult. And I am not speaking of the anarchy of the mob, but of that terrible lack of respect and regard for law as such, whether divine or human, natural or civic, which taints our whole American civilization, and may yet prove our ruin, if we do not awake to our danger.

I have been told that the main hope of recovery of an insane patient lies in teaching him that he can and *must* control himself, his *thoughts* as well as his actions. It does not do to humor him in his fancies. If the cultivation of self-control is the surest means of recovery from insanity, is it not one of the very best preventives of all forms of that disease? A very shrewd woman once said of a friend of mine who was suffering from nervous prostration: "That young man ought to get a wife or get religion." The young man was self-centered, if not selfish. He needed the escape from constant thoughts of self and the poise which comes from thinking of the rights and interests of others.

Now I do not say that insanity and nervous prostration are caused solely or mostly by neglect to inculcate and maintain self-control. But I do say that the uncontrolled and spoiled child is growing up into a most promising candidate for the position of patient in one of our modern sanatoria for the cure of the various forms of nervous weakness, which are now so alarmingly prevalent.

Almost at the head of the list of virtues the wise old Greeks placed what they called *Engkrateia*, a word very inadequately translated in our version by "temperance." Self-control would be only a somewhat less inadequate rendering. It means literally strength within the man; that strength which enables him not only to control himself, but, having conquered himself, to face the world.

Now the home-training of our children is very rarely what it should be, even where it is not sadly neglected. Parents are rolling off onto our shoulders all responsibility for the training of the child. We cannot but regret this, and must strive in every way to gain their co-operation. But the emergency remains and we must meet it as best we can. If the parents cannot, or will not, cultivate self-control, poise, sturdiness in the child, we must do the best we can towards making good this and other deficiencies. Otherwise, the next generation can hardly be worthy of the inherited glory of our Commonwealth, much less maintain or increase it. Surely we need to be strong and very courageous and exceedingly wise.

We shall not be very successful in our work, unless we keep clearly in mind just what we wish to accomplish ; and it is far better to set our standard a good deal too high than just a little too low. Let us imagine our boys and girls grown up and just starting in life. What would we wish for them, if we could have it for the asking, that they might be worthy members of the community and citizens of the Commonwealth ? This is a grave question, and we look around for some one to advise us. We shall not have to wait long. The "practical" man, who "knows a good thing when he sees it, and likes something tangible, and has nothing of the crank about him," immediately "hustles" forward and volunteers his advice.

He tells us that our age is the age of physical science, and that he is a thorough believer in science because she is the mother of invention and of material prosperity. He tells us of the corn, and pork, and iron ore, which his native state produces, and glories in the nineteenth century. "Look at your ancestors," he says. "They had no carpets, no furnaces, no railroads, no newspapers. They wore cowhide boots, and lived in their kitchens, and ate with two-tined steel forks. I would not keep a dog as they lived. And they talked through their noses, and were narrow. There are a hundred men in Boom City, where I come from, who are worth enough today to have bought out the whole plant at Plymouth, Mayflower thrown in."

We might remind our practical friend that there are some things which might fail to be thrown in in that bargain, for instance, the stuff of Standish and the character of Brewster. But I must plead guilty here and now to so narrow a provincialism that I should prefer to sit in an old-fashioned hell discussing with one of the Pilgrims theology or metaphysics to conversation with the practical man in his heaven over quail and champagne. I am compelled to confess that his patronizing approval of science always angers me. However, as Mr. Huxley says :

"There are blind leaders of the blind, and not a few of them, who take this view of natural knowledge, and can see nothing in the bountiful mother of humanity but a sort of comfort-grinding machine. According to them the improvement of natural

knowledge always has been, and always must be, synonymous with no more than the improvement of the material resources and the increase of the gratifications of men. Natural knowledge is, in their eyes, no real mother of mankind, bringing them up with kindness, and, if need be, with sternness, in the way they should go, and instructing them in all things needful for their welfare ; but a sort of fairy godmother, ready to furnish her pets with shoes of swiftness, swords of sharpness, and omnipotent Aladdin's lamps, so that they may have telegraphs to Saturn, and see the other side of the moon, and thank God they are better than their benighted ancestors.

" If this talk were true, I for one, should not greatly care to toil in the service of natural knowledge. I think that I would just as soon be quietly chipping my own flint axe, after the manner of my forefathers a few thousand years back, as be troubled with the endless malady of thought which now infests us all, for such reward. But I venture to say that such views are contrary alike to reason and to fact."

But wealth and comfort, even when suitably distributed, are only means ; they cannot ensure happiness, much less survival. Very few people have more fully mastered the art of making a good living than our American business and professional men. But have we, as a people, learned the first rudiments of the science of getting the most enjoyment and real good out of life ? Material prosperity, properly used, may conduce to a healthy civilization ; but it is not essential to it,—it may easily prove one of its greatest dangers. It was not its wealth which enabled Massachusetts to furnish for the Revolutionary War over 60,000 enlistments ; more, says Horace Greeley, than all the states south of Mason's and Dixon's line together. Scotland and New England have done more for the world's progress than many a wealthier nation. Enduring civilization seems to thrive best in cold climates and usually on bleak and barren hillsides.

But we will give people knowledge and with the spread of knowledge all our modes of life will become wiser and healthier. Now I would not decry knowledge and intellectual power. The terrible, baneful power of ignorance is clear to every reader of history. Yet we can hardly hope to rival the intellectual power and culture of the early Greeks, and few nations have sunk into so early and complete senility as ancient Greece. And even the

most cultured class in Athens were not saved by their culture from the lowest vice and degradation. Great intellectual power does not necessarily make a man even wise, much less can knowledge and culture make a nation sound, vigorous, and healthy.

The old framers of the Westminster catechism wrote many things which are very hard to understand ; to say nothing of certain doctrines which, to the natural man, at least, are eminently unsatisfactory. But that old, and now unfashionable, book has at least one great excellence. It begins with the fundamental grand question : "What is Man's chief end ?" And the trouble with most of us today is that we have no chief end at all. We fritter our energies away in the pursuit of mere means, of which we make but a small use, if we attain them. Look about you. The country is full of politicians, who are masters in the use of means. But their highest end is the success of their party, or the filling of their pockets with their share of the spoils. Their *ends* are useless, or so bad that every honest citizen has to use all his power to prevent their attainment. Whoever first defined a statesman as a dead politician must have been an ardent universalist. But he certainly greatly strengthened our desire for more statesmen at Washington. How many of the possessors of wealth know what to do with it for their own advantage or that of the community ? Some assuredly do, all honor to them. But how about the great majority ? Society is full of men and women of learning, culture, wit, and intelligence ; and how much do all their discussions contribute to human progress ? When some great movement is on, when some great abuse must be righted, wealth, learning, and intelligence, the church and the four hundred will, as likely as not, appear with astonishing unanimity on the wrong side ; and the hope of Israel is in a disreputable, Ishmaelitish band in some Cave of Adullam. Let us not forget the Abolition movement, and the scathing rebukes of Phillips and Garrison.

Now I would not make you pessimists, if I could. We all believe in wealth and culture, in art and learning, and in intellectual power. But we must evidently seek ends more fundamental, elemental, and essential than all these, if we are to train a

generation of men and women representing a civilization worthy to survive and prevail.

It is quite evident that man's mental powers have given him his unique position, and have made him what he is. This is so plain that we often make the terrible mistake of forgetting that the physical must under no circumstances be neglected. His future development must be mental even more than physical. But what mental powers must we cultivate to produce the ideal man or woman? Or, shall we try to develop all alike? How can we attain the old Greek ideal of strength within the man? Is the education of the moral powers the chief end? Shall religious training find a place within our system? And what place? Which of these makes the man or woman? If all are essential, how shall we combine and co-ordinate them? These are not easy questions. They have been debated for centuries; they will not be fully answered in our day.

Studied from the mental side alone, man is a bundle of warring tendencies. Appetites are clamorous within us, if we have healthy bodies. Prudential considerations are urgent, if we are wise. Above or faintly from beneath all these comes the call of duty to God and our fellow-man. And then comes the thought that we certainly owe something to ourselves. We have a deep conviction that all these calls have a valid claim in their own time and place. But their claims are often contradictory, and it seems impossible to harmonize them. And, if we make one of them supreme, will it not crowd out the others and leave us one-sided and ill-balanced? We are always confronted by the same old difficulty. If we select one tangible end, like wealth or knowledge, for our education to attain, we are in danger of training a race of covetous machines, scholars, pharisees, or ascetics; and of failing to train men and women. Our education becomes positively injurious. If on the other hand we broaden our conception, and aim at a complete manhood, we are in equal danger of losing sight of any clearly discerned goal or aim, and fritter away our energies in all sorts of wild experiments. The truth of these statements seems to me apparent to any student of the history of educational systems. They have all run on Scylla

or Charybdis. Can we hope to find any safe middle passage ?

There was education long before there were any schools or school teachers. Nature is the great teacher. Long ago on the plains of Asia she gave men their first lessons ; she set up her great school in the forests of Germany and trained our Teutonic ancestors.

"To every one of us," says Mr. Huxley, "the world was once as fresh and new as to Adam. And then, long before we were susceptible to any other mode of instruction, Nature took us in hand, and every minute of waking life brought its educational influence, shaping our actions into rough accordance with Nature's laws, so that we might not be ended untimely by too gross disobedience. Nor should I speak of this process of education being past for anyone, be he as old as he may. For every man the world is as fresh as it was the first day, and as full of untold novelties for him who has the eye to see them. And Nature is still continuing her patient education of us in that great university, the universe, of which we are all members.

"Those who take honors in Nature's university, who learn the laws which govern men and things and obey them, are the really great and successful men in this world. The great mass of mankind are the 'Poll,' who pick up just enough to get through without much discredit. Those who won't learn at all are plucked ; and then you can't come up again. Nature's pluck means extermination.

"Thus the question of compulsory education is settled so far as nature is concerned. Her bill on that question was framed and passed long ago. But, like all compulsory legislation, that of Nature is harsh and wasteful in its operations. Ignorance is visited as sharply as willful disobedience—incapacity meets with the same punishment as crime. Nature's discipline is not even a word and a blow and the blow first ; but a blow without the word. It is left to you to find out why your ears are boxed.

"The object of what we commonly call education—that education in which man intervenes and which I shall distinguish as artificial education—is to make good these defects in Nature's methods ; to prepare the child to receive Nature's education, neither incapably, nor ignorantly, nor with willful disobedience ;

and to understand the preliminary symptoms of her displeasure without waiting for the box on the ear. In short all artificial education ought to be an anticipation of natural education ; and a liberal education an artificial education which has not only prepared a man to escape the great evils of disobedience to natural laws, but has trained him to appreciate and to seize upon the rewards, which Nature scatters with as free a hand as her penalties."

Nature has thus established her university, passed her bill of compulsory education, and framed her tests. Our business is so to train our boys and girls that they can pass her examinations, and win her prizes and honorable mention. She certainly succeeded pretty well in training our old Teutonic ancestors. She trains the infant and child before it has had a day in school far better than we succeed in later years. Would it not therefore be well to study her curriculum, to see what she teaches in her primary classes, and what she requires for promotion at each grade and test ? For our whole life is a series of such tests. Every day she examines and tries us, and either promotes us or puts us back.

When we teach in conformity with her methods, things go smoothly and well. When we neglect them we meet with resistance and friction, or failure. If we pursue other studies than those prescribed for her test at a given time, we may find them useful sometime or somewhere. But we shall fail of promotion at that trial. And when our educators plead for a natural education, they are seeking one suited to her tests and methods.

But man entered and graduated from Nature's kindergarten ages ago, perhaps long before he had become man. Hence, if we are to find the natural method we must not study man so much as he now is, as trace his growth and development. We must find what were the very first lessons and then follow him as he advances to higher grades.

Our search for the end and goal of education thus seems to me, at least, to compel us to study man's origin and development.

There are two theories of man's origin and of the path by which he arrived at his present condition.

The first theory is that man was immediately created in his present form, only much better morally, and probably physically than he now is. Man went down hill, he fell from that pristine condition. Those who hold this theory seem to be divided on the question whether the race is in general still going down hill and only individuals here and there are being rescued from the downfall, or whether the race is in general recovering and on the rise. We may call this view the theory of immediate creation.

The other theory is that of evolution. Man has developed from some lower form, and that one out of some form lower still. Some ancient fish gradually developed into an amphibian ; from some amphibian came a reptile ; the reptile became the ancestor of mammals. From some old mammal, probably more or less like our present lemurs, came our "furry, arboreal ancestor," which in turn developed into man.

Along one central line, stretching unbroken from the simplest conceivable beginning of life up to man, there has been steady progress. From this line to the right and left many branches diverge, breaking up into innumerable subdivisions. Each branch or subdivision represents a group of animals. Of these groups some are advancing, some stationary, many degenerating. For evolution implies degeneration just as really as progress. But the forms along the central line have maintained a steady, though very possibly not uniform progress. They at least have never yet sounded a retreat. Others may struggle or fall out, or go to the rear. They have always kept up the forward and onward march.

You and I are members of a great army, which has been pressing forward through all the innumerable ages of the past. You and I may fall out, if we will. Regiments and divisions may stray from the line of march, and stop or retrograde. They have done so in the past, they are doing so today. But a part of the army has always kept up the advance. It is doing so still, it will continue to do so. To doubt this would be to doubt or deny our power to make any valid inference from the history of the past experience of the race.

I shall take for granted that the theory of evolution is, in the main true. We have no time to prove this. It seems no longer necessary to prove it ; for I fancy that most of you have already accepted it. Let us notice a few deductions which necessarily follow from any theory of evolution, whatever form that theory may take.

1. Man is surely progressing toward something higher and better than he has yet attained. The evolution theory is full of hope and encouragement. And this is no slight matter from a practical standpoint. For "we are saved by hope."

2. The germs, rudiments, or beginnings of these higher attainments are already present in us. Certain powers and tendencies which are now struggling to maintain an apparently precarious foothold in our lives will control and dominate the life of the future race. Such powers and tendencies we must foster and strengthen at whatever cost, if we would continue to advance.

3. With these germs and promises of a grander future there are combined in us relics and inheritances from the past. Many or most of these inheritances are priceless heirlooms. All that is new is not good, and all that is old is not bad. An organ which has been tried and tested by the experience of ages, and which all our ancestors have kept and perhaps improved, is not to be lightly discarded. Experience has tested and proved its value. Evolution is an exceedingly conservative, as well as a radical, process. Some old fish-ancestors of ours evolved a back-bone, and this was improved and brought to its present condition through countless generations. Is it therefore our duty to rid ourselves of our back-bones because of their ancient and fishy associations ; and to return to a condition of pure, unmitigated flabbiness ? Some people seem to think so, but I confess that their arguments hardly satisfy me.

The stomach is a very unaesthetic organ. It is older than the backbone, verminian or even polypoid in origin. Yet I suspect that we must always retain it. Woe betide the man who shows it disrespect. Vengeance is close on his heels. I once asked a rather eccentric physician why teachers broke down in

health so frequently. He answered, "It is perfectly clear. They live on tea and slops ; then their stomachs shrink ; then they can't fight ; and what's the good of them ?" A man can get along with few or no brains ; that is a matter of daily observation, not to say experience. But he cannot get along without a stomach, for that supplies the needs of all the other organs. Brains may supply the ends or aims of life, but the stomach remains a necessary means. So many old organs are very good and necessary as means, though they make very poor end in life.

But some of our inheritances are apparently useless. Our ear muscles are rudimentary, and we do not mourn their decadence. Our wisdom teeth are far gone in degeneration, and we only wish they were gone altogether. Similarly there are other bequests from our brute and human ancestors of which we might very advantageously be rid.

"Move upward, working out the beast,
And let the ape and tiger die."

But the tiger refuses to die, and the vitality of the ape is astounding. Every one of us can truly say : "My name is legion, for we are many," and there is always war in the camp.

Evidently, if we are to be men, we must chain up the ape and tiger as long as they decline to die. Evidently also we must foster certain qualities and characters of our good old vermian and piscine ancestors. Certain organs must always be kept up to their very best as means, and must never be allowed to become ends in life. But what shall we use as means, and what as ends ? How shall we co-ordinate or subordinate the old with the new, or vice versa, so that they shall work together effectively ? What shall we chain up, and what let loose ? It does not look as if we were gaining much new light on our question.

It is not the fashion to quote the Apostle Paul as an authority on scientific matters. But he was surely a man of much wisdom, and of very sound common-sense. He tells us how he became a man. "When I was a child, I spake as a child, I understood as a child, I thought as a child : but when I became a man, I put away childish things." He became a youth by taking

up the work and play of youth and putting away the plays peculiar to childhood.

In like manner he became a man by neglecting or putting away much of the sport and work of youth and assuming the work and privileges of manhood. Whatever of his youthful work he needed as a means of livelihood, he retained. I suspect that he made tents, and very good ones, all through youth and manhood. He found that the studies and investigations of youth and early manhood led him to higher and higher standpoints, with grander and ever-widening outlook. Philosophy and apostolic work furnished a wider scope for higher powers than tent-making, so tent-making became the means and apostolic work the end of life. So perfectly naturally and gradually the child developed into the grandest sage and hero of all history ; and yet, we may be sure, not without many a struggle and conflict.

Somewhat similar has been the history of the human race. First came the mere brute, with brutal functions and actions. What little thought it had, and it thought very little, was also brutal. Then, as we shall see later, came the dim foreshadowings and rudiments of human qualities. Whatever of the brute could be used as a means for the furtherance of these human qualities, was retained in ever stricter and more complete subordination to the higher powers. Whatever conflicted with these higher powers was very slowly, but very surely, crowded down and out. And thus primeval man arose and continued the same process. What was distinctly human, he fostered, all unconsciously perhaps ; whatever was brutal, he began to slough off. Those powers which were capable of the broadest and grandest development, those which had the greatest possibilities in the indefinite future, were increased and strengthened. It remains for the race to keep up the same process. And you and I, if we would aid the race, must carry it out in ourselves and teach our pupils to do the same.

The character and course of this process remains to be discovered. We must study the animal kingdom at certain successive stages of its onward march. We must notice what it is attaining, and what it is leaving behind, at each of these stages.

If we do our work carefully we may hope at its close to catch a glimpse of the nearer goal of the march. We may feel a fair degree of certainty as to what we must yet attain, and upon what we must resolutely turn our backs, if we would continue the ancestral line of march. Our line has been marked out for us by that of our ancestors. It lies straight before us as we shall find theirs stretching straight back behind us. And the race must follow some such path just as surely as a projectile follows the course marked out for it as it leaves the gun. If the ascending line of the animal kingdom has never yet swerved from its path, we may feel a fair degree of assurance that it never will.

"But," you will say, "prophecy is very cheap, and is not always fulfilled." Very true. And yet there are some things which we can prophesy with a very fair degree of safety. I do not hesitate to affirm that the sun will rise tomorrow and next Saturday, whether you and I see it or not.

My metaphysical friend asks me why I expect this. And when I tell him that it has always risen in the past, and I can see no reason why it should not continue to do so, he objects that the mere fact that it has risen in the past is no guarantee for the future. And I may not be able to answer his objection. And yet you and I and our metaphysical friend all plan for tomorrow and next week. We all believe in the continuity of things. We should not long survive if we did not.

Similarly we believe that man will always have some form of society and some sort of government. We believe this because it always has been true, and man's very structure and nature make these essential to his welfare, at least for a long time to come. Meanwhile let us have the best government attainable ; and this will be the best preparation for a time when we can do without government, if such a time is ever to come.

Whatever be our system of philosophy we all practically rely on past experience and observation. Fire burns and water drowns. This we know, and this knowledge governs our daily lives, whatever be our theories, or even our ignorance, of the laws of heat and respiration. Now human history is the embodiment of the experience of the race ; and we study it in the full confidence that, if we can deduce its laws, we can rely on racial

experience certainly as safely as on that of the individual. Furthermore, if we can discover certain great movements or currents of human action or progress moving steadily on through past centuries, we have full confidence that these movements will continue in the future. The study of history should make us seers.

But the line of human progress is like a mountain road, veering and twisting, and often appearing to turn back upon itself and having many by-roads, which lead us astray. If we know but a few miles of it we cannot tell whether it leads north or south or due west. But if from any mountain-top we can gain a clear bird's-eye view of its whole course, we easily distinguish the main road ; its turns become quite insignificant ; we see that it leads as directly as any engineering skill could locate it through the mountains to the fertile plains and rich harvests beyond.

Now our knowledge of the history of man covers so brief a period that we can scarcely more than hazard a guess at the trend of human progress. Many of the most promising social movements are like by-roads which, at first less steep and difficult, end sooner or later against impassible obstacles. And even if there be a main line of march, advance seems to alternate with retreat, progress with retrogression. The great waves rush onward only to fall back again, and we can hardly tell whether the tide is ebbing or flowing.

Yet already certain tendencies appear fairly clear. Governments tend to become democratic, if we define democracy as "any form of government in which the will of the people finds sovereign expression." The tendency of society seems to be towards furnishing all its members equality of opportunity to make the most of their natural endowments. But, if we are convinced that these statements express, even vaguely, the tendency of human development in all its past history, we are confident that these tendencies will continue in the future for a period somewhat proportional to their time of growth in the past. If we are wise we try to make our own lives and actions, and those of our fellows, conform to and advance them. Otherwise our lives will be thrown away.

Our confidence in the results of historical study is proportioned to the extent and thoroughness of the experience which they record, and to the time during which its laws can be proven to have held good. If we find it even fairly probable that these laws on obedience to which human progress and success seem to depend, are merely quoted from a grander code applicable to all life in all times, your confidence in them will be even greater. I trust that I can prove to you that the animal kingdom has not drifted aimlessly at the mercy of every wind, tide, and current of circumstance. I hope to show that along one line it has from the beginning through the ages held a steady course straight onward and upward, and that deviation from this course has always led to failure or degeneration. From so vast a history we may hope to deduce some of the great laws of true success in life.

If we can discover how Nature has been training man's ancestors at each stage of their progress, we ought to be able to catch some hints as to how we are to train the child today. If we can find what habits, tendencies, and powers Nature has fostered, and what she has sternly repressed, in her great university, we shall know what we are to encourage, and what to repress, in our schools of "artificial" education. Still more if we find that the child in the growth of a few years epitomizes and retains the history of the development of the race throughout past ages, we may rightly hope that our study will admit of immediate and practical application to all our methods of education. And thus I venture to hope that, if you teachers are willing to devote a few of your spare hours—and I well know how very few those spare hours are, and how sadly needed—to the study of man in the light of his evolution, you will not find the time entirely wasted, however remote at first sight the subject may appear to be from the question of the proper mode of education of a child or youth in the grammar or high school. For we shall never have a scientific system of education until we have one based on the history of man's development, on the grand foundation of biological history.

JOHN M. TYLER,

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UNIVERSITY EXPERIENCES.*

Mr. President, Ladies and Gentlemen :

It is with great pride and pleasure that I am able to speak to you who are so interested in the education, elevation and happiness of the deaf. I feel that I am in a position to realize deeply how very much you have done for us, and what a great debt of gratitude we owe you.

Having just completed a course at Columbia University I have been asked to describe some of my experiences at that place. Inasmuch as every deaf person must enter a hearing school after leaving the school for the deaf, if he wishes to continue his education, and also before he enters a university, if his ambitions lie in that direction, I think I will also speak of my hearing school life.

I graduated from this school eight years ago, and entered the Technical School in Cincinnati. I was excused from the entrance examinations upon presenting my graduation certificate. I found myself placed in a class of about fifty boys, most of them having come direct from the public schools. Our course consisted of Algebra, Physiology, English, Drawing, United States History, and Carpenter Shop Work. I recollect very distinctly my misgivings and doubts as I entered upon this new life, but they were quickly put at rest when I discovered that I was treated just like the other boys by themselves and the teachers as well. The class being divided up into three parts and my gradually becoming acquainted with the teachers and classmates made my work much easier and helped give me confidence in myself. The year passed by uneventfully. At the end each fellow was required to discuss some subject in physiology before the whole class. My subject was "The Anatomy of the Eye," and I spoke for an hour and did some dissecting besides, to the teacher's evident satisfaction.

*Delivered orally, by the author, at a session of the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

In the second year we studied Plane and Solid Geometry, Chemistry, English History, Literature, Drawing and Blacksmith Shop Work. I recited with the class and did my work in the same manner as the other boys. The year's work only tended to establish more confidence in myself.

The third and last year's work found us thinking seriously of our future work. I decided to enter the Massachusetts Institute of Technology and pursue the course of Architecture there. My work that year was shaped accordingly to meet the requirements of the entrance examinations as far as possible. I studied Advanced Algebra, Trigonometry, Civil Government, Physics, Drawing, and Machine Shop Work, and prepared myself as much as I could outside of hours for college. Our principal, Mr. Booth, who had a fondness for elocution, required each member of the graduating class to address the whole school two or three times upon subjects of his selection. I prepared my papers and the principal selected a classmate to read them aloud for me. This is a small thing, but it shows how such seeming obstacles which a deaf person must face in a hearing school, can be readily overcome.

As the year drew to a close, I decided to enter Columbia University, instead of the Massachusetts Institute of Technology, preferring the course of Architecture, as pursued in the former, and following the advice of those competent to judge. It was too late to prepare for the Columbia entrance examinations, their requirements being radically different from those of the Boston Tech. I therefore decided to remain in Cincinnati another year, devoting it exclusively to my preparation for college. I felt that by taking that step, I would be laying a sure foundation for my future work at college.

I graduated from the Technical School that year, and the following September entered the Franklin School, a strictly preparatory school for boys. Fully nine out of every ten pupils there intended to enter college, sometime, and were preparing themselves accordingly. A fair knowledge of German and French were required in order to obtain entrance to Columbia, and up to this time I knew neither language. I decided to take up German and

study it during the year. My wish was to take private lessons, but the principal of the school, Mr. Sykes, and my parents desired me to study it at school with a class, much to my objection. My class was a small one, there being not more than eight boys, none of whom knew the language. I found its pronunciation easier than its lip-reading. It was only after I had acquired some familiarity with the tongue, that I was able to understand others fairly well. I got along in the class much better than I expected, in fact I remember I often fretted at the slow progress the class was making. Towards the end of the year I found that the class was not progressing fast enough to cover the required amount of ground for my examination, so I took private lessons, and this together with my class work helped me receive sufficient preparation.

During that year I was treated more like a hearing boy than ever, and this fact helped greatly to make what was probably my most pleasant school year. In the three different Mathematics classes to which I belonged, I was called to the blackboard and was required to recite and demonstrate my problems before the class just in the same manner as the other boys.

So well was I prepared in this school that I passed all my entrance examinations with the exception of French, which I did not take, and was admitted to college. My entrance examinations consisted of Arithmetic, Algebra, Plane Geometry, Solid and Spherical Geometry, Trigonometry, Chemistry, Physics, German, United States History, English Grammar, Composition and Drawing.

Professor Ware, the head of the School of Architecture, had, in previous letters, expressed an interest in my case, and promised me all the aid he could give. His letters were full of kindness and encouragement, and gave me a great deal of confidence. After I had met him, and grew to know him better, I found him to be a rare man in the fullest sense of the word, one always ready to help anyone he could, and whose sympathy, encouragement, and advice could be counted upon at any time.

I had a vague idea that I could employ a stenographer who could attend all the lectures with me, and take notes for me.

This was quickly dispelled when Professor Ware said that some of the professors might object to a non-student attending their lectures. He said he thought that as the first year would be more in the nature of an experiment than anything else, that I should take the fullest measure possible in order to obtain success. There were always a few young men in every class, he said, who would be glad to earn some money while at college, so he suggested that I take one man in my class for each of my lecture subjects. This seemed to be an excellent arrangement, so I took four men for five subjects of lectures. As they belonged to my class and were duly registered, the professors could not object to their presence. This arrangement was used the whole year, and was excellent, chiefly through its elaborateness. Each of these young men took notes for himself and copied them over carefully at home. These reports were then handed to the proper professors who looked them over, to see that nothing of importance had been omitted. After they had met their approval they were handed to me, and I found them practically verbatim reports, so complete were they. They are by far the most valuable of all the notes I have taken since.

My course the first year embraced Analytics, Calculus, Ancient Architectural History, Ancient Ornament, Graphics, Elements of Architecture, Design, Iron Construction, Essays. All were given by lectures with the exception of Mathematics and the practical work. In the former when the professor wished me to work some problem for him, he usually wrote it out on the board for me. He seemed to know that he could tell it to me orally as to the other fellows, but he wanted to make sure that I understood the problem correctly, as the blackboard work counts very much with him. It was almost as important as the examinations, and in that way I had as fair a chance as the other men. It was very kind and thoughtful of him.

I found it very difficult at first to get along owing to the new surroundings, and my not knowing anybody, but the professors were so kind to me, that in a few weeks I felt perfectly at ease. The year sped by uneventfully, until the final examinations came, the critical part of the year for every student. After

passing my examinations I felt that there was now no reason why I should not be able to go through to the end.

Long before the year came to an end, I had felt that unnecessary trouble was used to obtain my notes, and that I did not require such elaborate, carefully written notes for my purposes. I spoke to Professor Ware about this and he seemed to agree with me. When the second year began, I had only one "coach," as these men were called, instead of four. This person I selected through his ability to take excellent notes in the lecture room. At the end of each week he gave me his notes, which had not been revised at all, and I copied these at home for my use. This system was far superior to that of the year before, being so much simpler, and the notes contained all that was necessary, and no more.

The summer after the first year I started to study French. I knew that the coming year we would be required to read a French book on Archaeology. This reading was done aloud in class by each member. I did not care much about doing this kind of work so I decided to make an attempt to read the book during the summer and take the examination before the term began. I knew that if I passed this examination I would be excused from attendance in this course during the year, which would save me an hour a week. Furthermore, if my mark was above a certain limit, I would also be excused from my entrance examination which I had not yet taken. So I had a double purpose in doing this extra work during the summer. I was fortunate enough to pass my Archaeology and be excused from my entrance examination. The hour a week which I gained proved to be very useful to me, as I was very busy that year. The following summer I did the same thing with German Archaeology. This illustrates how any person can avoid any subject which he does not care to take during the year, and I should think would often prove useful to any deaf person who has difficult subjects in his course. I took Mechanics, Gothic Architectural History, Gothic Ornament, Masonry, Building Materials, Essays, Designs and Drawing.

At the beginning of the third year I felt that my system of

obtaining notes could still be made more simple. I did not like the work of copying the notes at home as it took too much of my time. I therefore made an arrangement with the fellow whose notes I copied to sit always at his right side in the lecture room. The chairs are provided with "arm-rests" for taking notes, so it was very easy for me to copy the fellow's notes as he wrote them word by word. This arrangement saved me much trouble and time, and my notes served all my needs very well. This was continued the whole year. I would advise any deaf fellow at a university to do this, it being so simple but at the same time practical and excellent.

The fourth year was one chiefly devoted to the practical work of designing. We had no lectures to attend, as the course calls for the completion of the theoretical side of Architecture in the first three years, thereby making the fourth year virtually a post-graduate one. All we took besides Design were Descriptive Geometry and Advanced Architectural History. The latter was studied in the form of quite elaborate essays on various subjects prepared by the members of the class and read aloud by them. I prepared my essays and handed them to the professor who was kind enough to read them aloud for me.

When Professor Ware secured these "coaches" he had it made understood that besides writing my notes they were to explain anything to me which I did not understand, as any knotty problem in Mathematics for instance. I hardly ever found it necessary to take advantage of this privilege although these young men often volunteered their services in that direction. In the fourth year when I had no lectures, Professor Ware insisted that I keep a "coach" for any possible aid I might need in Descriptive Geometry. Never needing such Professor Ware permitted me to drop him after a two months' trial.

I found no trouble in getting along alone and successfully passed my final examinations for the degree of B. S.

It is my firm belief that any deaf person who can, and desires to do so, should by all means go to a hearing school, and to a college if possible under the circumstances. When he leaves the school where he has spent from six to twelve years, he is very apt

to be quite narrow-minded in regard to the affairs of the world, to say nothing of its ways, both serious and general. This is very natural considering the fact that his only associates all these years he has spent at school were those similarly afflicted. I remember well what a year of revelations my first year at a hearing school was. Life at a hearing school will prepare the deaf person so much better for his future struggle with the world. It will give him a great deal of confidence in himself and his mind will become broader in every direction. I have to pause when I think of the infinite advantages a hearing school experience gives a deaf person. They are so great and so numerous that it is an impossible task to mention them.

Assuming that the deaf person is able to understand others and make himself understood fairly well, it is a great requisite that he be able to express himself well and readily. If he has not good command of language, I would advise him not to go to a hearing school, as that deficiency would be his first, last and greatest obstacle.

Those who are more fortunate, I would urge as strongly as I could, that they go to hearing schools. Nine times out of ten, they will find that the seeming obstacles in their paths were greatly exaggerated in their imaginations, and after they find that there is almost nothing they cannot do, they will experience such a feeling of confidence and pride that can do nothing but good for them. Again do I say most unhesitatingly that those qualified to go to hearing schools should do so by all means.

I cannot stop without thanking you one and all for what you have done for us. I am sure that in future years it will be no uncommon thing to see a deaf person in any hearing school or university—which will be entirely due to your labors. I wish I could express to you, even if only slightly, the very deep sense of gratitude which I feel and which I am sure all your old pupils share also. I feel that the time is not very far distant when a deaf person will no longer be considered an unfortunate mortal, but instead one who is simply deprived of his hearing, and I am sure that you could not ask for a greater reward than that.

If there are any who desire to ask me any questions about

my experiences, I shall be most happy to answer him after this session.

A. LINCOLN FECHHEIMER,
*A graduate of Clarke School for the Deaf, Northampton, Mass.,
and of Columbia University, New York City.*

After making the above address, I was questioned upon the possibility of a deaf person without pecuniary advantages going through college, and was requested to write a few lines upon this subject.

I am quite sure that it is possible for a deaf person to pursue a course at any college with no extra expenses outside the regular college fees. One of the strongest impressions I have of college life as I saw it, is the mutual bond of sympathy existing between the members of the various classes. Each one seems only too happy to give aid to any one he can,—it flatters his pride if he is able to do something.

If a student is absent from a lecture, it is invariably an easy matter for him to borrow notes of that lecture. This is just the way a deaf person can go through college without any extra expenses. I have no doubt that the members of his class would only be too glad to lend him their notes to copy. These notes are usually not needed till the very end of the term, before the examinations. There is little that the average college student admires more than the sight of a fellow working his way through under adverse circumstances, and he feels delighted if he can help this fellow, even if only indirectly. It is such a small matter for one to lend his notes to another person, that I have no doubt of the deaf person's ability in obtaining them.

A. L. F.

KINDERGARTEN WORK IN SCHOOLS FOR THE DEAF.*

Not many principals in the United States have yet recognized the kindergarten as a necessary department in schools for the deaf. Some do not believe in it. Others underestimate its worth, looking upon its games, its occupations, and its methods as lacking in disciplinary value. Some believe that its application to deaf children is inconsistent with Froebel's idea ; while not a few, doubting the efficiency of the kindergarten under its own name, approximate it closely in principle and method.

The older theories are gradually being discarded, still they exert a powerful influence in determining the character of our educational systems and institutions. In the adoption of methods of communication, and in the selection and arrangement of studies, too little attention is paid to the peculiar nature and operations of the various faculties of the mind, and the distinct laws that govern their development and uses. The mind is too often treated as a general receptacle into which information almost indiscriminately can be poured. It does not seem to be a matter of so much importance that the pupil should gain positive knowledge of the subject in hand, nor that he should acquire adequate means of expressing what he has learned in a manner which is indispensable to its proper use among men. It is principally an appeal to memory, an unnatural, disproportionate training which results not only in want of harmony and even development of all parts of the brain, but in habits of thought and expression which years of after teaching might not reform.

All, no doubt, will agree with Plato in the statement that "in every work the beginning is the most important part, especially in dealing with anything young and tender." All will

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concur in the Pestalozzian proposition that the child as he is represented to us is a union of three chief attributes : body, soul, and mind. It is further presumed that no one will deny that to cultivate these harmoniously should be the object of all education. This is the object of the kindergarten, and without ignoring or under-rating the educational possibilities of other systems of infant-training, it does seem that the kindergarten is justified in claiming a province heretofore unoccupied and a system that solves many problems hitherto found difficult of solution in schools for the deaf.

Laws governing the admission of pupils vary in different states. There is no uniformity as to the age at which children can be received into and continued in schools for the deaf. But if it has been rightly said that the power of education is inversely as the age, then the younger the child is, within reasonable limits, the more susceptible he is to external influences. Did we view the kindergarten as only a branch of the common work of the school, with its arithmetic, its grammar, its geography, and the like, its distinctive character, purpose, and results would be vitiated, and the age of admission must needs be advanced. But holding that the kindergarten embraces the principles, the spirit, and the temper of the good family circle, and that teachers owe not a little of their inspiration and suggestions to enlightened motherhood, it is suggested that the deaf child at four shall be placed in the kindergarten, which so successfully adapts its methods to the growth of the child as to make the transition from home life to school life easy and pleasant.

Once surrendered to the kindergartner, a deaf child passes under new government, new discipline, new instruction. He finds himself among strange people whose manners, customs, and language he is to adopt. He may have left a home where his wants were his parents' indulgence, where his regard for others was limited to his own entertainment, and where all duty was owed to him. He soon becomes a member of society, however, and finds better satisfaction and truer happiness under the new conditions.

Lydia Child, in *The Mothers' Books*, very truly says, " Edu-

cation does not commence with the alphabet. It begins with a mother's look, with a father's nod of approbation or sigh of reproof, with the sister's gentle pressure of the hand, or a brother's noble act of forbearance." So the newly made member of the kindergarten circle is not altogether without education, yet he lacks nearly all that hearing has given to the normal child. His remaining senses may be in full operation, he may have acquired a certain range of notions, still he has had less than a child's ordinary experience, and he is without an intelligent means of intercommunication. So it is that a deaf child can be received later and should be kept longer in the kindergarten than in the case of a hearing and speaking child. The conditions are imposed ; we do not make them. And although this period may be extended in time to cover even twice the number of years generally allotted to the kindergarten child, our pupils do not become foreign elements in the work, nor do they outgrow it.

One of the principal things to be developed early in the life of the deaf child is the language faculty. This can be done through the devices and materials of the kindergarten, which are not only amusing and attractive to young children, but they are highly instructive as well. The first gift, consisting of six worsted balls, in the colors of the rainbow, and the second gift, a wooden ball, a cylinder, and a cube, furnish excellent subjects for language exercises. They can, with greater certainty of ulterior benefit, be used in the place of rubber dogs and cats. The third gift, a wooden cube, divided into eight equal parts, is the first of the series of mathematical forms. Comparison between the dissected cube and the solid cube can be made. The whole can be divided into two equal parts, first in the perpendicular, then in the horizontal direction, and with more advanced pupils the subject of quarters can be introduced. With each of the parts of the cube an oblong, the fourth gift offers many interesting features in arranging artistic forms. The fifth gift, an extension of the third, consists of a cube twice divided in each direction. This gift opens an inexhaustible field of study and amusement. So with the remaining gifts and all the games and occupations, they constitute a rational series of subjects suitable

to the varied forms of teaching language. What this language shall be, however, rests with those who are in charge of our schools. If you want it to be Spanish, use Spain's vernacular. If you want it to be English, require through spoken and written forms the use of the English language. If you want it to be hybrid, use signs. But whatever it is, remember that the classroom is not the only place in which it is to be taught and used. There is the general assembly room, the gymnasium, the playgrounds where language is used by pupils themselves with more freedom and greater spontaneity than can be expected in class exercises. To be of assistance at the right time and at all places, in every kindergarten at least every eight or ten children should be nurtured, helped and directed by a competent supervisor. The expense of such a course is its only objection, but the results would justify the cost.

The teaching of speech to the deaf is accompanied by such gratifying results in a large number of instances that, if careful consideration be given to the subject, we are confident that there will be a general awakening to the beneficent influence which the kindergarten can exert over this work. Froebel's principles of education concern humanity. He dealt with children just as he found them. The instincts and faculties for which he provided scope are not those of hearing children only, but for all children. In the kindergarten the deaf child is better sustained, more easily encouraged in the use of speech than he could be under methods with fewer inducements and fewer suitable provisions for the practice of this acquisition.

Parents in entrusting the development of their children to schools for the deaf, are coming to expect that one of the results to be attained is a use of speech. It may be language spoken with hesitation and not altogether pleasant to hear, but no one can tell how delightful even this imperfect speech is to the patient, hopeful, loving father and mother. The mother who entertains high hopes for the future of her babe grows doubtful when her little darling seems irresponsive to the sounds that usually arrest the attention of infants, and gradually it dawns upon her that the baby whose life her imagination had pictured so bright, is deaf.

What a blow ! And how discouraged when from those lips no sound of mamma comes. A day, a month, a year, and still no word of love. Science is appealed to ; its verdict—hopeless. But in spite of this, hope lives on. Effort upon effort, again and again, some other than mute expression for the almost talking eyes is sought. Mamma, mamma, love, baby, are repeated over and over again, and upon some uttered sounds, almost intelligible as a word, hangs the tireless mother's hope of ultimate success. She perseveres, and what she accomplishes may be variable and uncertain, still in it all faith leads her on and failure is forgotten in pleasing expectancy. The child grows physically and his education becomes a matter of serious thought, but knowing the great influence which children have upon each other, the mother, not without good reasons, hesitates to place her little boy among those who would alienate him from her by giving him a language different than her own. The practice of oralism, however, does not guarantee speech to every deaf child. In certain cases too much oralism is worse than too little ; for the former visits with an injustice that cannot be made right, while the latter may deprive a child of speech but not necessarily of education. But I am satisfied that the greatest fault of the American schools lies in their servility to tradition. Anyone visiting the Clarke School, whether prejudiced or not, full of doubt and even with a captious disposition, must, if he speaks the truth, acknowledge the superior results of oralism as it is followed under exceptionally good conditions.

Industrial training at schools for the deaf is receiving more and more the attention which it deserves. Its importance is being emphasized everywhere. Opinion may be divided as to the scope of this work. Some may claim that it is not the business of our schools to train apprentices for trades ; others, and a large majority, it is thought, believe that whatever honorable calling a deaf man may eventually follow, to have a fair knowledge of printing, carpentering, tailoring, masonry, or even shoemaking will make of him a more successful farmer, a better mechanic, and a more thoroughly equipped man for any position. The kindergarten is the precursor of sloyd, it prepares children

for trades, and initiates them into the arts and sciences. Dr. William T. Harris, in dealing with the relations of the kindergarten to these features of its work has said, "It becomes evident that, if the school is to prepare especially for the arts and trades, it is the kindergarten which is to accomplish the object ; for the training of the muscles—if it is to be a training for special skill in manipulation—must be begun in early youth. As age advances, it becomes more difficult to acquire new phases of manual dexterity.

"Two weeks' practice of holding objects in his right hand will make the infant, in his first year, right-handed for life. The muscles, yet in pulpy consistency, are very easily set in any fixed direction. The child trained for one year on Froebel's gifts and occupations will acquire a skillful use of his hands and a habit of accurate measurement of the eye which will be his possession for life.

"The first group trains the eye and the sense of touch, and gives a technical acquaintance with solids, and with the elementary operations of arithmetic. The second group frees him from the hard limits which have confined him to the reproduction of forms by mere solids, and enables him to represent by means of light and shade. His activity at each step becomes more purely creative as regards the production of forms, and more rational as regards intellectual comprehension ; for he ascends from concrete, particular, tangible objects to abstract general truths and archetypal forms. In the fourth group of gifts the industrial direction of the work of the kindergarten becomes the most pronounced. There is more of practical value and less of theoretic value in its series of six gifts (thirteenth to eighteenth). But its disciplines are still general ones, like drawing, and furnish a necessary training for the hands and eyes of all who will labor for a livelihood ; and besides these, for all who practice elegant employment, or athletic sports and amusements.

"The fifth group, including the nineteenth and twentieth gifts, teaches the production of solid forms, as the fourth teaches the production of surfaces from the linear.

"In the common school, drawing which has obtained only a

recent and precarious foothold in its course of study—is the only branch which is intended to cultivate skill in the hand and accuracy in the eye. The kindergarten, on the other hand, develops this by all of its groups of gifts.”

The kindergarten brings to young children in a tangible form fundamental scientific ideas. Zoology, botany, mineralogy, geography, and geology are all concrete sciences. Natural history, introducing as much as possible the care of animals and vegetables, offers an extensive field from which to select subjects for observation, and interest is enhanced by encouraging children to make collections themselves during their excursions into wood and field under the care of teachers or supervisors. Geography is made easy and intelligible if in the beginning the child is shown how to draw maps of the school-room, school-grounds, and then of surrounding streets. Afterwards making real journeys along streets or into the country with a map as a companion, to be consulted as to the location of points of interest. Geologic phenomena offer materials for considerations of the same kind.

Then there is the physical training which is complete in the kindergarten. The system of gymnastics gives elasticity to the step, proper poise and carriage of the body.

The moral training which this system includes is unsurpassed. Summarized, God's ways should be the ways of the kindergarten. These followed, we are right.

EDWARD C. RIDER,

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PICTURES, AND HOW TO USE THEM.*

Although pictures play an important part in the mental development and cultivation of hearing children, they may, without doubt, be made of even greater value in the education of the deaf.

Used systematically, their importance as an aid in the classroom can hardly be overestimated.

In the first stages of language-teaching pictures can be used advantageously side by side with the simple objects they represent, the names of which form so large a part of the early vocabulary of beginning pupils. Pictures of simple objects as a hat, a top, a shoe, a ball, etc., can be pasted into a book and the names written under them, thus gradually making a primer of greatest interest and delight to the little children. Nothing, perhaps, gives more genuine pleasure than the privilege of assisting in the preparation of such little books, and the anticipation of the joy of displaying them to their parents and friends at home.

Well planned charts of animals, flowers, fruits, vegetables, articles of household furniture, garden tools, and the implements used in the various trades, with coloring as true to nature as may be, hanging in places to which our younger pupils can have ready access, are as valuable to them for reference as the *Century* or *Britannica* to pupils of an older growth. In this age, when daily papers, magazines, and catalogues of every description are copiously illustrated, the time and trouble to collect and properly arrange pictures suitable for such charts are not misspent.

Times without number, as the work advances, is it necessary to resort to the aid of pictures, and their availability frequently gives them precedence over objects themselves. Until the Utopian days, anticipated by some, when each of our institutions

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will have, in addition to its well-equipped museum, library, and gymnasium, a fully stocked zoological garden, it may not be practical to present to a class a lioness and her cubs or other now unfamiliar animals. And meanwhile, even if we are so fortunate as to be situated where we can make visits to a neighboring zoo, valuable time may be saved by making our pupils familiar, by the use of pictures, with the appearance as well as the names of other than domestic animals.

Again, our earliest ideas of the surface of the earth were as clearly defined by the pictures in our little geography as by the text. In fact, to the vast majority of the human race, a picture is all that will ever be known in regard to the appearance of volcanoes or snow-clad peaks.

In teaching the progressive form of the verb one naturally performs the action before the class, but a series of pictures neatly mounted may be used in rapid review to convey the same ideas.

The results of such a review are not always free from discouragement mingled with amusement, as for instance, when a teacher, after showing a picture of children riding on an elephant, was greeted with the announcement that "The boys and girls are elephanting;" and on showing another picture was told that "The girl is stood upping."

Then, too, it is not unusual to find, when trying to explain some occupation of parent or person in a story, that a picture will solve the problem more accurately and rapidly than any language, it matters not how graphically presented.

Pictures may again be resorted to, as one means of ascertaining our pupils' ability to use connected descriptive language. Those first put into their hands for such use should be selected with great care, and should usually represent but one object, thus giving no chance for confusion of thought, but suggesting one idea forcibly. As more difficult constructions and phrases are mastered by the pupils, pictures representing groups of objects, suggesting more complex ideas, may be presented to them. But in this, as in all educational exercises, the teacher

must have a definite purpose in view to insure successful language work.

Thus far, pictures have been considered mainly in reference to language development, but throughout the entire school course we should be greatly hampered without their use.

In literature, the works of great writers are of ten-fold more interest if we know their faces and the appearance of their homes. Shakespeare, Dickens, Longfellow and a host of others have a far more definite personality than they would have if we had no idea of their appearance. And in art, no one who has travelled in Europe can doubt for a moment the advantage of having familiarized himself before visiting them, with the appearance of historic buildings and those places with which so much that is interesting and instructive is associated, and that the great galleries of the world are infinitely more intelligently viewed if a study of copies of great masterpieces has been previously made.

It is certainly true that for the highest cultivation, familiarity with the thoughts of great minds, as expressed in the literature of the different ages, is absolutely necessary ; and it is equally true that great pictures appeal to and develop our intellectual and spiritual natures to as great an extent.

In addition to work in the class-room, pictures are valuable for decorative purposes. The school-room becomes a much pleasanter place when adorned with them. To the little city child, who seldom or never has the opportunity to get away from stone walls, and whose only view has been the vista formed by long narrow streets, what a delightful world is opened when he looks on the scenes of country, mountain, and seashore so vividly brought before him. He is well acquainted with the sight of children engaged in such games as marbles or jackstones, but to see boys and girls tumbling in new mown hay, or wading in stream, or on seashore, imparts a new train of thought and arouses a longing that some day, he too, may join in such sports.

Careful discrimination should be employed in selecting and arranging pictures on our school-room walls. They should be refined and elevating in their tone and suited in subject to the mental calibre of the occupants of the room in which they are

placed. To occasionally arrange them, and introduce some new subjects, will be found to be of value in keeping the interest unflagging.

For the majority of our pupils the institution is their home for ten months of the year and the enjoyment that may be derived from pictures during recreation hours should not be overlooked. Many a dreary winter afternoon has flown by, every moment laden with pleasure obtained from the occupation of cutting out pictures to be used in making scrap books.

All sitting-rooms can be made much more attractive by the introduction of well-chosen pictures, and picture-books innumerable should be provided for everyday use. All on looking back to their childhood remember the never ending delight picture books afforded, and it is safe to assume that deaf children receive the same pleasure and absorb as many ideas as hearing children.

Many hundreds of years ago a wise man made the statement that there was nothing new under the sun, and these suggestions for the use of pictures make no claim to special originality. The only thing hoped for is that they may contain some germs of truth that will be helpful to the minds which come to us so shut in as to require the most careful and judicious molding, to enable them to unfold and develop to the fullest extent of their capacity.

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REPORT OF THE COMMITTEE ON NECROLOGY.*

GARDINER GREENE HUBBARD.

Gardiner Greene Hubbard was the son of Samuel Hubbard, a Judge of the Supreme Court of Massachusetts, and Mary Ann Greene, daughter of Gardiner Greene, a prominent citizen of Boston. Born to affluence and high social position, brought up in an atmosphere of refinement and culture, and surrounded by strong religious influences, the boy grew to manhood in the most favorable surroundings. His summer vacation journeys with his father or a tutor, taught him geography and developed the love of nature and of natural scenery, which was always a marked characteristic, and which brought much happiness into his life.

Scarcely more than a boy when he was graduated from Dartmouth, his college course was in every way an honorable one. Never robust in health, he entered but little into college sports. His books, rambles through the beautiful country, and a climb to a hill-top from which he could look far beyond the bounds of his college life, these were his pleasures. The boy was father to the man.

After leaving Dartmouth, he studied law at Harvard Law School, and later in the office of Charles P. and Benjamin R. Curtis, leading lawyers of Boston. For years he practiced his profession and was frequently brought into converse and conflict with Webster, Choate, Bartlett, and all the prominent lawyers of the Massachusetts bar. He would have attained eminence in his profession had not the climate of Boston proved too severe for him. He was entrusted with large and important business enterprises which took him to Washington before committees of

*Made to the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

Congress. When presenting a petition for the opening of the Indian Territory to a railroad corporation, the Indians called him "the man with the skillful eye."

His outlook upon life was broad, and was not limited by his profession. While living at Cambridge, he felt the need of better and quicker communication with Boston. In 1885, in connection with energetic friends, he built the first horse railroad operated outside of New York, and replaced, to the great comfort of the people, the omnibus by the horse car. He organized companies to build gas and water-works, and mainly through his energy and enterprise Cambridge was supplied with gas and water.

In 1862 his little girl lost her hearing, and in his earnest efforts to help her, his mind was turned to the education of deaf children. After careful study and thought, he became dissatisfied with the methods then in use, and eagerly sought for some better system. Consulting with Dr. Howe and Mrs. Horace Mann, he gained from their wide experience, counsel and encouragement, and wrote to Germany for books and further instructions.

The little girl learned to read new words from the lips, to speak words learned only by sight, and to use language in her daily intercourse with friends and companions.

Earnestly Mr. Hubbard set himself to gain for less fortunate children the blessing of speech which had come to his own child. Again and again he went before the State Legislature, pleading for the establishment of schools where improved methods of teaching the deaf should be used. Again and again he was defeated by the powerful opposition of sign teachers. But he was not to be turned from his course, and in 1867, after three years of struggle, he succeeded in obtaining the charter incorporating the Clarke School at Northampton.

It was while awaiting the action of the Legislature that, with the help of friends, the little school at Chelmsford was started, where signs should not be used, and where speech and reading from the lips should be both the method and aim of teaching.

With Miss Rogers at its head, the Chelmsford School became a convincing argument in favor of Mr. Hubbard's plan, and even in its weakness was strong enough to conquer the

opposition of long established institutions. It was the nucleus of the present Clarke School, the leader in the world of oral schools.

To it you have come today, to study its methods and gain encouragement from its success. Surely, the seed sown in weakness has arisen in power and strength and brought forth an hundred fold.

This school remained until the close of Mr. Hubbard's life, the object of his deepest interest. To its welfare and progress he gave his earnest effort, and to its noble band of teachers, his counsel, his confidence and his love. Mr. Hubbard was its first President, an office which he held for ten years and resigned only when the pressure of other duties prevented him from devoting to it the necessary time.

Later, when the Association to Promote the Teaching of Speech to the Deaf was formed, Mr. Hubbard was its Vice-President. He felt the value and need of its proposed work, aiding in its organization, guiding it by his wisdom, steering it through troubled waters and amid hidden rocks, until it floated out upon a broad sea. Its summer meetings and social gatherings were to him a great pleasure, giving him the opportunity he valued of meeting the devoted men and women engaged in carrying on the work he had started.

His active interest in education was not confined to this class alone. In 1868, he was elected member of the Massachusetts State Board of Education, on which he served for eight years, and for some time as its chairman. He was instrumental in the introduction of drawing into the Public Schools of Boston, and especially interested in the State Normal Schools. Before these he frequently lectured, gathering for them from his travels abroad varied memories of natural scenery, of cathedrals and art galleries, and of whatever would bring to them pleasure and profit.

Mr. Hubbard so identified himself with the educational interests of the state, that he was appointed to take charge of the Massachusetts Educational Exhibit at the Centennial Exposition in Philadelphia, in 1876.

Scarcely had he won his hard fought victory for the Clarke

School, when he threw himself into another contest which lasted many years, and tested to the utmost all his mental powers, as well as his hopefulness and persistence. This was the attempt to establish a postal telegraph system.

Even to the end of his life, nearly thirty years thereafter, Mr. Hubbard never really relinquished the hope of some day accomplishing what he came to call his "hobby"—the union of the telegraph with the post-office. By this union Mr. Hubbard believed that telegraph rates might be reduced, the business extended and its usefulness to the public greatly increased.

A bill introduced by him was approved by two committees of Congress and endorsed by two Postmasters General. It created much discussion and interest, but was defeated by the powerful opposition of the Western Union Company. Mr. Hubbard's efforts were not, however, in vain, for through them day rates were reduced, a night service established, and improvements made in the entire service.

His complete mastery of the whole subject of the post-office and postal service, gained through careful study in connection with the postal telegraph, made him a valued counsellor of more than one Postmaster General ; it also led to his being appointed by President Grant, in 1876, chairman of the committee to examine into and extend the efficiency of the postal service of the United States, and many improvements in the service are the result of his recommendations.

But the most far-reaching of his efforts was, perhaps, the introduction of the telephone. This was the time of strain and stress of his life, and here was shown the strength of his character, and the resolute purpose and foresight which so strongly marked his whole career.

Believing firmly in the value of the telephone, foreseeing its immense usefulness in the future, he was content to strain every nerve in the effort for its introduction. Regarded as a visionary, his work attacked with ridicule, without the financial aid so much needed, he struggled on with only his prophetic vision to lead him, his firm faith to sustain him. Sometimes it seemed as though he must fall beneath the various forces arrayed against

him. Hydra-headed they rose on every side—misrepresentations, law-suits, piratical infringements of patents everywhere, and the powerful and determined opposition of the Western Union Telegraph Company. Never admitting defeat, never disheartened nor dismayed, he calmly and resolutely worked on until he compelled public attention and confidence, and organized the Telephone Company. It was but the first step of a gigantic movement. Through Mr. Hubbard's efforts the telephone was introduced into all the countries of Europe, and into Egypt and India. Thus was accomplished the introduction of that wonderful instrument whose voice travels through space, bridging time and distance, and calling the world to listen. The instrument Mr. Bell had made to speak Mr. Hubbard made to be heard throughout the length and breadth of the earth.

It was in Washington that his life reached its highest intellectual development and exerted perhaps its widest influence. Here it grew richer and fuller, flowing in ever widening and deepening channels and spreading over new fields of usefulness. Here he brought the gathered treasures of his life, his ripened experience, his matured judgment, his cultivated mind, his artistic tastes, and his attractive personality.

To his home and table he welcomed, without regard to party or politics, the most truly representative men of our own and other countries—statesmen, jurists, men of science, of advanced thought, of letters, of affairs, explorers, artists, men struggling for political liberty, the world's workers in whatsoever fields; while into his close personal friendship he drew men of highest intellect and noblest aims and bound them to himself.

Although Mr. Hubbard was not a specialist in science, he was always a wide and intelligent reader, and his love for scientific study and his sympathy with scientific research brought him into close association with leading men of science of this country and many foreign lands.

He was President of the Joint Commission, representing the scientific societies of Washington, an organization which has since been replaced by the Washington Academy of Sciences. He was a Regent of the Smithsonian Institution, and with active

mind and earnest effort worked for its increased usefulness.

For nearly ten years he was President of the National Geographic Society of which he was an incorporator, and which, with the aid of able advisers and helpful friends, he built up until it became one of the most important societies in America for the diffusion of geographic knowledge.

Mr. Hubbard was an earnest advocate for an international arbitration treaty between England and the United States, and in 1897 presided over a large meeting in Washington to urge upon the Senate its ratification. The time was not yet ripe, but the forces then set in motion, and the strong influences then brought to bear, have culminated in the present friendly relations in which we rejoice.

In every movement for the public good in Washington, Mr. Hubbard was a leader. His wise foresight and keen sagacity made him a safe counsellor, his singleness of purpose a trusted one, his willing helpfulness a valued one.

He was a staunch friend and true: his confidence once given, a friendship once formed, he held fast and firm to the end. Many a young life has received its inspiration and direction from him, many a mature life its strength from his counsel, and many a weary spirit comfort and encouragement from his sympathy.

In Washington he lived to the end his rich full life, among his friends, his books and art treasures, in the beautiful home and surroundings which he had made the expression of his own love of beauty, of his own longing after perfection. Here, in the full vigor of his intellect, with energy unabated, in the midst of present activity and future plans, he finished his course,—and his works do follow him.

The principle of Mr. Hubbard's life was *growth*, its power his grasp of the future. Never satisfied with present accomplishment, he reached ever after higher attainment, better and broader results. To him there could be no life without growth, and it was life that he sought for himself and for his work—life more abundant.

Mr. Hubbard lived to see the expansion of many of his plans. The system of electric roads now introduced into every quarter of

the globe, is but the natural development of the first horse railroad company started in Cambridge, Mass. The glad voices of thousands of deaf children are but the echoes of the voice of his own little girl. The thousands of telephones bearing messages around the world, are but the multiplication of the first telephone introduced by Mr. Hubbard for commercial and practical use. In many other ways his work goes on into the ever broadening future.

"One who never turned his back, but marched breast forward.

Never doubted clouds would break,

Never dreamed, though right were worsted, wrong would triumph.

Held we fall to rise, are baffled to fight better, sleep to wake."

In the Church of the Covenant in Washington, D. C., of which Mr. Hubbard was a founder and active officer, is to be placed a memorial window, which portrays in allegory the leading characteristics of his life, and its tranquil close in the midst of his useful and abounding works.

A stately figure stands with uplifted face looking towards the western sky; the glory of the sunset is above and about him, fields of green and yellow spread around him, sheaves of golden grain are heaped beside him; from his hand the seed still drops into the open furrow, the soft shadows fall, and the evening star rises.

Mr. Hubbard was a sower, from early morning until sunset, out of a full hand and in every direction, he sowed broadcast suggestions, ideas, aspirations, influences, stayed not by weariness nor weakness, nor by exhaustion of supply, only by the fading glow of sunset and the deepening shadows, for the night cometh when no man can work.

Here he sowed good seed, here he brought others into the fields, here he rejoiced in the waving harvest, here he welcomed the reapers bearing their sheaves with them. Broader grew the fields, riper the grain, stronger the ranks of the laborers, richer the gathered harvest. "In the morning sow thy seed, and in the evening withhold not thy hand."

GERTRUDE M. HUBBARD.

PROCEEDINGS (EXCEPT PAPERS AND LECTURES)
OF THE SIXTH SUMMER MEETING OF THE AM-
ERICAN ASSOCIATION TO PROMOTE THE
TEACHING OF SPEECH TO THE DEAF,
HELD AT CLARKE SCHOOL FOR
THE DEAF, NORTHAMPTON,
MASS., JUNE 22-28, 1899.

OPENING EXERCISES.

The Association assembled in Clarke Hall, Clarke School for the Deaf, Northampton, Mass., June 22, 1899, at 10:30 A. M., Dr. Alexander Graham Bell, President, in the chair. After prayer by the Rev. Henry T. Rose, the following addresses were made:

ADDRESS OF WELCOME.

HON. F. B. SANBORN,
Vice-President of the Corporation of Clarke School.

Mr. President and Members of the Association:

In the absence of the President of the Corporation of the Clarke School, I have been requested, as Senior Vice-President, to offer you the welcome of the Corporation and of the citizens of Northampton, at your coming together this week, in this lovely city of Northampton, at this fairest of the seasons of our New England year. It is an additional pleasure to see you, sir, at the head of the Association which owes so much to your unselfish labors, and to welcome as a guest her whom we were accustomed to visit as hostess, the first principal of our school, Miss Harriet B. Rogers, who earliest in Massachusetts, demonstrated by actual success that the dumb could be taught to speak, and that the achievements of Ponce de Leon in Spain, of Wallis in England, of Pereire in Paris, of Braidwood in Scotland, and of Heinicke in Germany, could be paralleled and surpassed in the little town of Chelmsford.

The story of the origin of the Clarke School is well known to many of you, and therefore I shall not dilate upon it. I was familiar with the earliest steps which led to this organization, and the history of the movement was accompanied by those several events which we are apt to speak of as "providential."

I was at that time the Secretary of the Massachusetts Board of Charities, of which Dr. Howe was the President, which Board at that time (since superceded by the Board of Education), had the visitation of the institutions for the deaf and blind. We had been recommending for a year or two previous to 1867, the establishment of a school in Massachusetts, and in connection with that the introduction of the oral system of teaching the deaf which had long been practiced in Germany, and was recommended years before by Horace Mann when secretary of the Board of Education, but which could not be carried in 1845 or 1846 when he recommended it. The Board of Charities had been preceded by the single unaided effort of Mr. Hubbard to obtain oral instruction in Massachusetts in 1864 ; under circumstances which Dr. Bell will undoubtedly explain hereafter, he took a deep interest in the deaf, and introduced the bill in the Legislature for the purpose of enabling oral instruction in Massachusetts. It was defeated. In 1867 or in the latter part of 1866, while the members of the state government and the Governor were interested in this question of a special school in Massachusetts, to our entire surprise, one day there came down from the city of Northampton, the Secretary of State, Mr. Warner, resident in this city, charged with a special message to Governor Bullock, that Mr. John Clarke, of this town, had noticed the discussion going on in the newspapers, and was ready to give \$50,000 to any school that the State of Massachusetts would establish within its limits. I suppose that communication was a perfect surprise to everybody at the time. It was unknown to Mr. Hubbard until the Governor communicated it to him. It was one of those things we call "providential." The Governor was authorized by Mr. Clarke to mention this offer in his message, which he did, with expression of the hope that the Legislature would act upon it ; and consequently when the Legislature appointed its committees, it appointed a select committee to

- investigate the subject of the instruction of the deaf in Massachusetts. And in that connection the friends of the movement submitted two bills, one for the Clarke Institution and the other for legislation relative to the school. These measures both passed the Legislature in 1867.

At that time Miss Rogers had been carrying on for two years a small school in the town of Chelmsford ; and it was the exhibition of the pupils of Miss Rogers before the committee, and before the members of the Legislature, which, I think, gave us the passage of both these bills. And this also was an unexpected event. We had brought before the committee a few deaf pupils who had been taught to speak ; but the widow of Horace Mann, who had taken a strong interest in this matter, was a particular friend of Josiah Quincy, grandfather of the present mayor of the City of Boston, and she induced Mrs. Quincy to open her drawing-room for the session, so that the members might see the work of Miss Rogers. And the conversation between two persons, entirely deaf, carried on at a distance from each other, on subjects relating to events in Rhode Island, from which State both of these pupils came, converted the members of the Legislature by scores. The question came up a week afterward, and the bills were carried by considerable majorities. They were aided also by the action taken by Mr. Dudley, afterward President of our Corporation, who had a daughter, his only child, educated at Hartford, and himself was a senator or representative from this district. He was strongly opposed to our movement, and looked upon it as not likely to be of any general advantage to the deaf. During this session his daughter had been placed, I think, under your instruction (addressing Miss Rogers), and at any rate, through the influence of Miss Dudley, and her mother, Mr. Dudley became converted to our view, and when the bill was up in his branch of Legislature, he answered the objections of the other side so forcibly, relating his own experience and conversion, that this removed any doubt as to the passage of the measure.

That is the origin, so far as legislation goes, of this Clarke School. It began as a school in July, 1867, by the adoption of

the small school of Miss Rogers, as the nucleus of Clarke Institution, and with only eight pupils. And, as you see, we have grown in thirty-two years to our present size,—something more than a hundred and fifty pupils now.

At that time we were occupying quarters which we had rented in the city. After a few years we purchased this property, and have been here ever since. The original gift of Mr. Clarke was fifty thousand dollars, and was placed at the disposal of the Corporation, but was increased by his bequest to something over three hundred thousand dollars after his death. When his estate was settled a sum of two hundred and fifty thousand dollars came to the Corporation, which has been kept intact since and increased.

An institution of this kind addresses itself to the public, through the families and the parents of the children taught, and it can hardly fail to receive the contributions from the community.

And we will call your attention, not so forcibly today as perhaps a year hence, when we have the building completed, to the latest gift of the gymnasium, the building on the other side of the road, which is entirely the unsolicited gift of the grandparents of one of our pupils, who are spending twelve or fifteen thousand dollars to give us the means of practicing those gymnastic arts which we have been using, but without any place for their development.

I have been led in review to go back to the beginnings of the work under Miss Rogers. Her courage and persistence accomplished (not without aid from many kind friends, among whom we name with affection and regret, her kinsman, the late Governor Talbot, and our first President, Gardiner Greene Hubbard, without whose ready assistance her enterprise would have languished or even died), what had been attempted by strong and earnest men like Horace Mann and Dr. S. G. Howe without success. She reminds us, in her brave but peaceful championship, of that warlike Maid of Saragossa, of whom the poet said—

“ Who can appease like her a hero's ghost ?
Who can avenge like her a leader's fall ?
What maid retrieve when man's flushed hope is lost ?
Who hang so fiercely on the flying Gaul,
Foiled by a woman's hand before a battered wall ? ”

Pardon this introduction of the spirit of war where the olive branch of peace has so long been extended and accepted. That "flying Gaul," the "French system" of instruction, casually adopted in America, was long since banished from France itself, and has been succeeded here either by the somewhat deceptive "combined method," or by our better mode of pure oral instruction, in which Miss Rogers led the way even before you, Dr. Bell, came across the Atlantic to carry forward the work so zealously.

You, Dr. Bell, will point out far better than I can the historical and philosophic and social importance of the teaching of speech to the deaf, and we confidently leave the task to you.

Not less do we welcome here the faithful instructors and novices in this laborious, often discouraging, art of preserving or imparting speech to those deprived of hearing. They have adopted a noble profession, none the less attractive to the generous for being difficult ; and it is in such gatherings as this that the co-operation of many is found to lessen the difficulties and encourage us all to renewed effort.

It was a favorite saying of Dr. Howe that "obstacles are things to be overcome ;" that is what they are there for ; and you will have no lack of such excellent opportunities.

We welcome here, as we have always welcomed, those who take a different view of our branch of education from that which experience has taught us to follow. The accomplished and energetic instructors in the American schools that preceded ours were subjects of my admiration when I first began to inspect their schools, thirty-five years ago, and I never have lost that feeling of respect which talent and zeal, even if misdirected in details, must ever inspire in the friends of mankind. They have learned to value, more highly than they then did, the methods which they had hardly known, or but doubtingly tried ; and we have learned to recognize the difficulties which they faithfully pointed out to us in our chosen path. We shall continue to differ, I suppose,—nor do I regret it,—in some of the details of instruction ; but we can agree to differ, so long as we all keep in view the great purpose of all instruction.

Although I was a teacher myself before taking the state

office which made me inspector of the deaf-mute schools, I was quite unprepared for the high level of talent and remarkable skill in developing education by the means then employed, the sign language. I had never seen instructors, not even in the university where I graduated, who seemed to me so well qualified for their work ; and, reflecting upon it, I perceived that the reason for it was,—and I have no doubt that the same thing is true in this great body of instructors, four or five times as large,—that success in this method of instruction can be only found in the accomplishments of faithful teachers. We again and again notice accounts given of this school by those gentlemen of the press who occasionally visit us, and they seldom fail to dwell upon something that seems to them almost miraculous : the achievement of the education of the deaf, especially when deafness is complicated with blindness, as in the case of Miss Keller. This impresses the educated mind as something miraculous. Of course we believe in miracles, but not in that particular form.

To our visitors and the general public who may be attracted by your interesting schedule of lectures and class instruction, we tender a cordial welcome. Our whole scheme of instruction, though based on simple and universal principles, is too little understood by the great public ; and our successes,—often far below our hopes,—are apt to be viewed as miracles rather than as the natural result of sound methods, perseveringly applied. The real miracle is in the courage and insight and daily repetition of a simple task, which women, far more than men, supply for our work.

And we invite all our guests to reflect on the fact, which would once have been surprising, that this great school has always been directed, as it was first planted, by women,—among whom the name of our principal, Miss Yale, needs not to be mentioned by me for encomium. You know her and have long known her, and she is foremost here to speak for herself.

I bid you all welcome, and I am especially glad to find here the representatives of Canadian schools. Many, many years ago, so long ago that I don't venture to say when, I visited a small Canadian school at Hamilton, in the Province of Ontario, and I

have had the great pleasure of meeting here today a lady who was then teaching that schol, now at Montreal,—Mrs. H. E. Ashcroft. We recognize no lines between nations in the matter of education, and are not only delighted to see our Canadian friends here, but glad to welcome the people of any other nationality who may do us the honor of a visit.

ADDRESS OF WELCOME.

PROF. J. H. CARFREY,
Superintendent of Public Schools, Northampton.

Ladies and Gentlemen:—It gives me great pleasure to welcome you as a body of educators to this our beautiful city. I consider it an honor to the city, to this institution, and to education in general that we are to have with us you who will discuss in its several phases the education,—I do not say instruction,—of these people who are destitute of the sense of hearing. It is a wonderful work in which you are engaged. These boys and girls who look out upon this beautiful world observing nature in her various developments, covering the landscape with tints and shades, must certainly have touched within them cords that will respond. Until recent years thoughts have not issued from their lips in words. Now, thanks to your efforts, they are enabled to convey their thoughts to ears that can hear. It is no longer necessary for them each to live in a world by himself, but each may become a part of the moving life around him.

I wish to extend to you the freedom of our city, to invite you to enjoy its natural scenery, its streets, its beautiful surroundings, and I venture to say the hospitality of its homes. In behalf of the higher institutions of learning here located, I welcome you, and feel sure that you will be received cheerfully by its representatives.

On the part of the public schools, although as is the case with the institutions just mentioned, work for the year is closed, I extend to you the same welcome. Still our buildings may be inspected and our system examined.

On the part of the institution under whose auspices you are assembled, I also welcome you. I congratulate its authorities on the privilege which will be theirs, and know that their feeling

of welcome will be shown in the courtesies you will receive at their hands during your stay here.

There is no difference, fundamentally, in our work as teachers, whatever may be the character of the institution with which we may be connected. The results sought are largely the same. Our business is to educate, to lead out, to develop the individual placed in our charge, to help him to make the best of himself, to send him out into the world a being who has been taught how to live, ready to meet any emergency—in short, our sole aim is the development of right character.

In our routine of daily duties as teachers we often lose sight of this end. Still, when we stop to consider, it will ever be forced upon us that each subject is for the enlargement of the pupil's powers, physically, mentally, and morally. The boys and girls in your sphere of educational work are to become a part of society ; they are not in this institution simply to learn to talk ; they have power of thought ; their ideas are capable of broadening ; books can be made to them the same medium as to those not so unfortunate. You are here, then, to discuss not simply the problems relating to children who have no power of hearing, but to discuss education as a business.

The Commonwealth of Massachusetts is to be congratulated on having within its borders a convention of so much national importance ; and in the discussion of the questions on the program it seems to me that all educational work, whether public or private, will receive great benefit.

Again, I say, we welcome you within our borders, and expect that Northampton will receive much good as the result ; and may the sphere of education which you represent gain an unprecedented impetus.

ADDRESS OF WELCOME.

PRESIDENT L. CLARK SEELYE,
Smith College, Northampton.

When the principal of this school asked me a few days ago to come here and speak to you this morning, and offer you a welcome, I felt that I should be too much exhausted with the work of the week to do so, and was obliged to decline her invitation.

And I came here this morning with no expectation of saying a word; but I cannot refrain from responding to the very cordial invitation of your president, and the principal of the school, to express to you my hearty congratulations.

There is really no place where I feel so humble as a teacher as in a place like this. In all my experiences as a teacher, I have never been so profoundly impressed with the triumph of patient, intelligent pedagogy as I have been in visiting some of the classes of this Clarke Institution. It seems to me that the lesson which comes to all teachers from institutions like this is one of the most inspiring lessons that can be given in the nineteenth century. You have taught us all greater patience and greater skill in trying to reveal truth to others; and it is not only the deaf who profit by these lessons; it is those who can hear and have witnessed the remarkable results which have come from patient interpretation of that word of God which is in all His works.

I respond heartily to the sentiment expressed here this morning that there are no division lines properly in education; that all our scholars belong to one organic system; that you, as teachers of the deaf, are helping us who are teachers of those who can hear; that your contribution to the intellectual force of the world is a contribution which benefits us as well as your immediate pupils. And therefore I express to you my sincerest sympathy and my heartiest congratulations for what you have already accomplished.

Superintendent Carfrey, in behalf of all the schools, the college as well as the public schools of the city, has extended to you a fitting and hearty greeting. Permit me also, in behalf of Smith College, to emphasize and say that, although the college is not now in session, and there are no classes in the college, and the buildings are in confusion incident to vacation, yet I shall be very glad to have you see any of the buildings which may be of interest to you, or at any time to go over the college grounds with you.

In conference with the committee, it has been suggested to me that this afternoon and Tuesday afternoon would perhaps be most convenient for your Association to visit the college, and the

buildings of the college will, therefore, be open for your inspection this afternoon, between four and six o'clock, and on Tuesday afternoon at the same hours.

MR. SANBORN : I am reminded of a story. When President Lincoln, during our Civil War, received a call from Lord Lyons, there came an announcement that one of the attaches in England was to be married. Mr. Lincoln heard the formal announcement with composure and dignity, and being expected to reply, he said to the British Minister, who was a bachelor, "Lord Lyons, go thou and do likewise."

Now for the application. We have listened with the greatest interest to President Seelye's remarks, and I have no doubt he mentions occasionally to his pupils (he has a thousand of them, I understand) the kind of teaching that goes on here in this institution. Now I want him to say to these young ladies, "Go thou and do likewise."

RESPONSE ON BEHALF OF THE ASSOCIATION.

ALEXANDER GRAHAM BELL,
President of the Association.

Ladies and Gentlemen: On behalf of the American Association to Promote the Teaching of Speech to the Deaf, I can assure the Corporators of this school, the Superintendent of Public Instruction of the city of Northampton, and the President of Smith College, that there is no place in which we are so glad to meet as in this city of Northampton, the Mecca of speech teaching in America, if I may be pardoned the expression, and there is no school where we would so gladly come together as in the Clarke School, the fountain-head of oral instruction in our country.

It is especially gratifying to me upon this occasion, to greet the first principal of the Clarke School, Miss Harriet B. Rogers, that noble lady to whose efforts it is largely due that the deaf children of America are today no longer dumb.



It must be gratifying, also, to her, as she thinks of the days of the little Chelmsford school and her early struggles for the oral cause, to look around now upon this great gathering of persons devoted to the teaching of speech to the deaf, whose lives, indeed,

are dedicated to the work, as hers has been. Those of us only who have known, by experience, how bitter was the antagonism to oral speech in the past, can appreciate the courage of Miss Rogers when she discarded the sign language and manual alphabet, that were then in universal use in the United States, and substituted speech and speech reading.

All the older schools of the country were down upon her—the whole profession against one woman. It is our earnest prayer that she may be spared for many years to come, and witness the continued progress of the oral cause she has so much at heart.

From the very first, the Clarke School has been at the head and front of the oral movement in America. The school has continuously advanced and improved, until today, if not the best school for the deaf in the world, it is universally recognized as one of the best.

We are glad to have the opportunity of meeting the present principal of the Clarke School, Miss Caroline A. Yale, to whose energy and genius is due the high stand taken by this school among the schools of the world, and we are glad to meet her devoted staff of assistants.

A few years ago the antagonism between the advocates of the different methods of instruction was so great that it was almost impossible for sign teachers and oral teachers to sit down together in the same room without quarreling. The American Association to Promote the Teaching of Speech to the Deaf has come in as a harmonizing influence. We take no part in the contest of methods ; we do not insist that in teaching speech to the deaf you must discard the sign language or the manual alphabet, or any of the other agencies that the good teachers of the past have devised for the benefit of the deaf. We simply insist : "That no deaf child in America shall be allowed to grow up '*deaf and dumb*,' or '*mute*,' without earnest and persistent efforts having been made to teach him to speak and read the lips."*

Upon this broad and neutral ground all teachers of the deaf can meet as friends. We have no wrangling here over the merits and demerits of the sign language and manual alphabet methods,

* See Constitution of the Association.



but simply come together to learn from one another how to teach speech to the deaf, and how best to teach it.

It is a pleasant thing to see oral teachers and sign teachers and manual alphabet teachers all gathered peacefully together here, working hand in hand, and heart to heart, for this great object.

The increase of speech teaching in American schools for the deaf has been most marked ; but it is not my intention, at the present time, to do more than reply to the very cordial welcome extended to us by the Superintendent of Public Instruction, on behalf of the city of Northampton, by President Seelye on behalf of Smith College, and by Mr. Sanborn, on behalf of this school.

MR. SANBORN : I would say that Dr. Bell himself is a member of the corporation of the Clarke School, and speaks in a double capacity, as a newly elected member on that board.

THE PRESIDENT : I am afraid that Mr. Sanborn puts me somewhat in the position of thanking myself. However, I may truly say, as a member of the corporation of the Clarke School, that I bid the Association welcome here ; and as President of this body, I beg to thank the corporators on behalf of the Association.

In my double capacity, both as a corporator of the Clarke School, and as President of this Association, I am glad to second the welcome extended by Mr. Sanborn to our friends from beyond the boundary line of the United States. Wherever the interests of the deaf are concerned we recognize no political line or division, but consider Canadian teachers as a part of ourselves. We are glad to see so many delegates present from Canadian schools for the deaf, and I shall call upon Mr. Mathison, Superintendent of the Ontario Institution, for a few words in reply.

MR. R. MATHISON, Belleville, Ontario : *Ladies and Gentlemen* : I do not think it is a fair thing to call upon me to make a speech, or to respond at this time, for, if you will look at the program of names of those who are to take part in the exercises this morning, as printed, they have had an opportunity to think over what they were going to say and to put it down in writing, so that they won't make any mistakes.

But I am called upon as a Canadian representative, and

Canadians are Britons, and Britons are never afraid to stand up and speak a good word for their country or themselves. I can assure you it gives me a great deal of pleasure to be here. I have looked forward to this day for some time. For the last twenty years, when in Belleville, I have looked upon Northampton as the headquarters of oral teaching and speech-reading. I think of you as coming together to discuss methods. You heard Dr. Bell say that he believed in debating every method and adopting every method that is going to educate the deaf. That is the position that I have taken for many, many years, and we are all here to advance the interests of the deaf and dumb children by whatever methods possible.

In our institution we have 263 children. Ours is the largest institution in Canada, and one of the seven or eight in the Dominion. One is in Montreal, one in Quebec, and one in Nova Scotia, one in New Brunswick, one in Manitoba and we are doing everything possible for the advancement of the deaf and dumb children in our Dominion. We do not work upon one line, as has been suggested. We are all of one accord in the good work, and all are anxious to advance and do the best possible for those unfortunate children. I agree with nearly everything said here. I take myself, and in behalf of all the Canadians here, all the good words of hearty welcome that are extended. And I can assure you that while we are here we shall endeavor to profit and take advantage of everything that is offered. We hope to derive a vast amount of benefit from the discussions and papers that may be brought up at the various meetings.

My idea has been that, in addition to getting a great deal of good from the papers and discussions from day to day, that good is accomplished by the little side-talks in corners, the chats where workers talk over and explain the difficulties that they have met, difficulties that have occurred in their experience in the school-room, and in the institution ; by little chats with those who have overcome the obstacles that they have met in the way. When these meetings are over I know we shall go home and feel a deeper interest in our work.

Northampton—the prospect is lovely. It is nearly as good

as Canada. I am sorry to see that there is so large a number of ladies and not many gentlemen to talk with them. I want to get acquainted with every lady and every gentleman here that I can. And, when this meeting closes, I feel sure that we shall all say, it was good for us to be here.

It was a pleasure for me to meet here, and I say this in behalf of those who come from Canada, with the founder of this institution. The history of this institution is very interesting, with the obstacles which had to be overcome to establish this great work, and from which has sprung such great results. It has always been a pleasure to me to look at Miss Rogers and know how she overcame the difficulties mentioned by Dr. Bell. Miss Rogers is not actively engaged in the work at the present time, but she, in her retirement, has the satisfaction of knowing that she has done a great and good work which is now being so successfully carried on by Miss Yale.

I will not weary you; but I am really glad to be with you, and I hope all our work will be blessed by a kind Providence, and all will be done with an eye single to His glory, and for the advancement of the deaf children of our country.

THE PRESIDENT: We shall be glad to hear from Miss Rogers.

MISS HARRIET B. ROGERS: I thought it hard that Dr. Bell should insist upon my sitting on the platform, but it is doubly hard to be urged to speak to you. I will, however, say how heartily I welcome every one of you here and what a delight it is to me. I have followed this work with a great deal of interest year by year and when I think of November, 1864, when I took the first pupil, knowing nothing of the difficulties to be encountered, and now, when in 1877 I see the results attained, you can imagine with what heartfelt pleasure I see and welcome so many who are engaged in the noble work of giving speech to the deaf.

ADDRESS OF THE PRESIDENT.

ALEXANDER GRAHAM BELL.

Ladies and Gentlemen: It is with a feeling of sorrow that I come before you once more in the position of President, for the disability of our past President, Dr. Philip G. Gillett, still continues, and he is unable to be with us today. I am sure that the members of the Association all join with me in extending to him our sincere sympathy and our best wishes for his speedy and complete recovery to health.

During the period of his Presidency, Dr. Gillett has visited all, or nearly all, of the schools for the deaf in America—many of them several times—as the representative of this Association. In fact, until last year, when the condition of his health demanded rest, he spent a great portion of his time in travelling from school to school, urging increased attention to the teaching of speech, and aiding teachers in every way within his power.

His attitude towards the schools was one of encouragement and not of criticism ; and the stimulus of his encouragement has had much to do, I think, with that great growth of oral teaching in the older and more conservative schools of the country that has been so characteristic of the last few years.

The American Association to Promote the Teaching of Speech to the Deaf has held only one summer meeting since 1894, and its activity during this period of time has been chiefly represented by the visits of its President to the various schools of the country, and by the action of committees of its Board of Directors in co-operating with other conventions of teachers of the deaf.

As I come to look round upon this assembly, I notice many new faces. Our new members know but little of the past history of the Association, or of its objects ; and it may be well, then, to inquire : How did this Association come into existence ? What are its objects ? What has it been doing in the past ? And, still more important, what does it propose to do in the future ?

Many of us can look back to the time when there were no organizations of articulation teachers, when speech teachers had not yet come together as a separate organized body. I was present at the first convention of speech teachers ever held in America, in the city of Worcester, Mass., January 24, 1874. (See *Annals*, XIX, 96-100.) That was an organization of teachers employing my father's system of Visible Speech in the instruction of the deaf. The benefits of the association of specialists together were so obvious that it was determined to hold another convention that same year, in the same place, and not to limit it to teachers of Visible Speech, but to invite all articulation teachers in America to assemble together in convention. The call met with a favorable response from the profession, and the Second Convention, held on the 13th of June, 1874, (*Annals*, XIX, 217-219), proved to be even more profitable than the first. A committee was therefore appointed to call another convention whenever in their opinion the interests of speech-teaching demanded it, and in 1884, at the suggestion of Mr. Greene (then Mr. Greenberger), the committee issued a call for the Third Convention of Articulation Teachers. (*Annals*, XXIX, 154-156).

THIRD CONVENTION OF ARTICULATION TEACHERS, 1884.

The Third Convention was held in the city of New York, June 25-28, 1884,* and among the different plans for advancing and promoting the teaching of speech to the deaf there brought forward, was the suggestion that there should be a national association of persons interested in the teaching of speech. It was also suggested that it might be a good plan to have a department of the Convention of American Instructors set apart as an oral section, under its own officers and under its own management.

This proposition was received with great favor, and a resolution was passed unanimously requesting the Convention of American Instructors of the Deaf and Dumb to form an oral section of the convention to promote the teaching of speech to the deaf.

* The official proceedings were published in *Werner's Voice Magazine*; and reprints were issued in book form to members of the Convention. A number of volumes of these proceedings may be found in the Volta Bureau. See also *Annals*, XXIX, 237-267, for a good unofficial report of the meeting.

THE CALIFORNIA CONVENTION, 1886.

The Convention of American Instructors met in California in 1886. I was not present and so do not know from personal observation what passed at the meeting but, so far as appears from the printed proceedings published by the California Institution, the request of the articulation teachers does not seem to have been brought to the attention of the Convention at all. At least, no oral section was formed and no action was taken, or response made, to the resolution passed by the Third Convention of Articulation Teachers, in New York.

The California Convention, however, passed several resolutions that are now of historical interest because they constituted a public recognition, in 1886, of the value and importance of the work that had been accomplished by articulation teachers. In the first place, the Convention decided to discontinue the use of the word "dumb." No longer were deaf children to be stigmatized as "deaf-and-dumb." By formal resolution, the word "dumb" was dropped from the official title of the Convention, and from the name of the *Annals*. The one became the Convention of American Instructors, the other the American *Annals*—"of the Deaf," not "Deaf and Dumb."

Among a series of resolutions passed was one which is of particular interest to us, for it forms the platform of this Association, and has been incorporated into our Constitution, (see Article II, Section 1). Indeed, the main object of our existence as a corporate body is to carry it into effect. The resolution reads as follows :

"Resolved, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips."

It is gratifying to know that this resolution received the unanimous endorsement of a convention composed of teachers of every shade of belief. Sign-teachers and manual alphabet teachers, as well as oralists, united in the vote.

NEW YORK CONVENTION, 1890.

The next meeting of the Convention of American Instructors of the Deaf (the twelfth) took place in New York, in 1890, and the

proceedings were published by the New York Institution. At this meeting the attention of the Convention was formally directed to the fact that the Third Convention of Articulation Teachers had passed a resolution requesting the Convention to form an oral section to promote the teaching of speech to the deaf, and that no action had been taken upon it.

It seemed at first as though no action would be taken. Opposition developed ; and there did not seem to be very much desire on the part of the Convention—at least in the beginning—that an oral section should be established.

This led the oral teachers of the Convention to meet together by themselves, and discuss the situation. They decided that there should be either an oral section of the Convention or a separate organization of oral teachers. They, therefore, quietly organized themselves and held separate meetings of their own between the sessions of the general Convention, so as not to interfere with the regular programme of proceedings. The Principal of the New York Institution placed a school-room at their disposal and more than sixty articulation teachers met there daily to discuss details of articulation work, while awaiting the formal action of the Convention regarding the resolution.

The Convention at last responded, and on the day before final adjournment, formally granted the request for an oral section. But the oral teachers who had been holding their own separate meetings during the whole period of the Convention, had experienced to such an extent the healthful stimulus and encouragement of association with persons in full sympathy with their work, that they decided to have, not simply an oral department of the Convention, or a separate organization, but *both*.

ORIGIN OF THE ASSOCIATION.

And so, after forming the oral section, they held a meeting and proceeded to lay the foundations of a new organization, an outside society, to co-operate with the oral section, and also to promote the teaching of speech to the deaf, quite independently of it. They decided that the membership should not be limited to teachers of the deaf, but should be thrown open to the general

public, and take in all who were interested in oral instruction, including the parents and friends of deaf pupils who had been taught to speak. They decided that it should become an incorporate body, legally capable of holding property and receiving donations and bequests.

This important meeting was held on the 27th of August, 1890, during the closing hours of the Convention. The persons present, sixty-two in number, decided that they themselves should constitute the nucleus of the new society, and their names were recorded as its first members.

They appointed trustees and empowered them to take all necessary steps to give the society a permanent character, prepare its Constitution and By-laws, and attend to the filing of articles of incorporation.

Dr. Westervelt was delegated to report their action to the Convention at large, which was done at the closing meeting. The Convention received with enthusiasm the news of the birth of the new organization, and gave it friendly welcome. On the 16th of September, 1890, the society acquired a legal existence, and was incorporated, under the laws of the state of New York, as "**THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.**"

OBJECTS OF THE ASSOCIATION.

The objects for which the Association was formed, were stated in the Article of Incorporation to be as follows :

"To aid schools for the deaf in their effort to teach speech and speech-reading :

"By providing schools for the training of Articulation Teachers ; by the employment of an agent, or agents, who shall, by the collection and publication of statistics and papers relating to the subject, and by conference with teachers and others, disseminate information concerning methods of teaching speech and speech-reading, and by using all such other means as may be deemed expedient.

"TO THE END, that no deaf child in America shall be allowed to grow up 'deaf and dumb,' or 'mute,' without earnest and persistent efforts having been made to teach him to speak and read the lips."

SUMMER SCHOOLS FOR ARTICULATION TEACHERS.

The First Summer Meeting of the Association was held in 1891, at Lake George, N. Y.; the Second in 1892, at the same place; the Third, in 1893, at Chicago, during the World's Fair; the Fourth, in 1894, at Chautauqua, N. Y.; the Fifth, in 1896, at the Pennsylvania Institution, Mt. Airy, Philadelphia; and now we come to the Sixth Summer Meeting, at the Clarke School, Northampton, Mass., 1899.

It has not been found advisable, in the interests of speech teaching, to hold a Summer Meeting every year. If we were the only organization to promote the instruction of the deaf, it might be a good thing to have a meeting every year. But, there are other organizations in existence, and we desire to hold a friendly attitude towards every one, and not promote dissatisfaction by meeting at such times as to interfere with the attendance at the others.

In 1895, the Convention of American Instructors of the Deaf met in Flint, Mich., and out of courtesy to that body we held no meeting that year.

In 1897, the National Educational Association organized a Round Table for teachers of the deaf, in Milwaukee, Wis., and for that reason we abstained from a separate meeting; and last year (1898) there were two conventions of teachers of the deaf (Department XVI of the N. E. A., in Washington, D. C., and the American Instructors, in Columbus, Ohio), so that an additional meeting of the Association seemed to be inadvisable.

Department XVI of the National Educational Association will meet again this year in Los Angeles, California; but, as the bulk of our members reside in the east, we believe that the present meeting will not sensibly affect the attendance of teachers of the deaf in California.

THE ASSOCIATION REVIEW.

But, if we are not to have summer meetings every year, what is there to hold our society together? Will the members continue to pay their fees year by year without return? Will not abstention from summer meetings reduce our membership, and

thus threaten the existence of the Association? The Board of Directors have given this matter careful attention, and we have decided upon a new departure in our work.

Instead of printing our proceedings in one volume (as has usually been the case), we propose to issue a magazine to promote the teaching of speech to the deaf, a periodical that shall be the organ of this Association, and in which our proceedings will appear. The publication will come out at regular intervals of time, and will be continued during the years in which we have no summer meetings.

This will enable us the better to carry out one of the primary objects of the Association, as specified in its Constitution, viz.:

"To publish from time to time such papers or articles as may in the judgment of the Board of Directors be worthy of special presentation to teachers of the deaf and those interested in oral instruction." (Article II, Section 5.)

The plan involves the selection of a good editor, who shall have special charge of the journal. Well, we have found the man in Mr. F. W. Booth, of the Mt. Airy School, whose able management of the *Educator* has demonstrated his special fitness for the work. We need the help of an earnest, strong man, like Mr. Booth, to devote his whole time to the interests of the Association; and we are very fortunate to have secured his services as a salaried officer of the Association.

Our Constitution provides that:

"Agents of the Association may be appointed from time to time by the Board of Directors, as in their judgment may be deemed advisable." (Article VI, Section 2.)

We have, therefore, made Mr. Booth our "Agent," with the title of "General Secretary," and have placed the publications of the society more especially under his charge. Dr. Westervelt will continue to act as Secretary of the Board, but will delegate to Mr. Booth much of the general work devolving upon him as Secretary of the whole Association. Dr. Westervelt's labors have been labors of love, and the load he has had to carry in the past is too much to be placed upon the shoulders of an unsalaried officer who gives more generously of his time than he can well

afford. Dr. Westervelt remains officially the Secretary of the Association. Mr. Booth appears as the General Secretary and Treasurer, and as the Editor of our magazine.

A magazine, of course, must have a name, and so we appointed a baptismal committee to give it a name. Perhaps Mr. Booth can tell us the final decision of the committee.

MR. BOOTH : The committee gave it the name "THE ASSOCIATION REVIEW."

THE PRESIDENT : I think the publication of this magazine will hold our Association together as nothing else could do. I think it will also promote the teaching of speech to the deaf in a way that has never been done before. I am sure that it will meet the wishes of the Association that this magazine should come into existence and bridge over the gaps between our summer meetings.

STATISTICS OF SPEECH TEACHING.

There are several other matters to which I wish to call your attention, and specially to the importance of accurate statistics of speech-teaching in the United States. Speech-teaching is advancing in America at railroad speed, and we should have reliable statistics by which to measure its progress. Only a few years ago silent methods of instruction were universally in vogue ; but today, speech is used as a means of instruction with the majority of our pupils (53.1 per cent.), and the total number taught speech and speech-reading amounts to 6460, or 61.4 per cent. of the whole.

Many of us can look back to the time when articulation teachers formed a small and insignificant body among the instructors employed in our schools for the deaf. Today they constitute the majority of the whole, (55.86 per cent.)

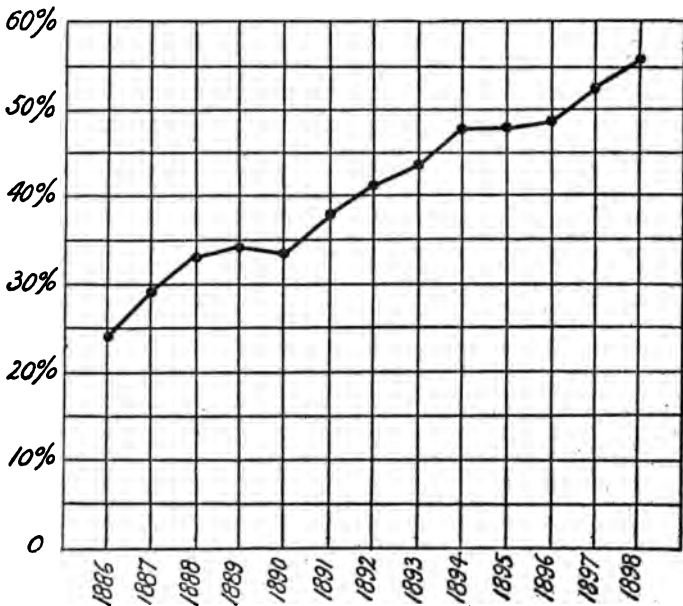
The statistics of speech-teaching date back to 1884. The Third Convention of Articulation Teachers, which met in New York in that year, was so largely attended as to direct the attention of the profession to the great increase that had taken place in the number of articulation teachers employed, and in the number of pupils taught to speak. In November, 1884, the *Annals* began to collect statistics upon the subject, and since that time we

have had annual statements concerning the number of pupils taught speech. (See Appendix A.)

Since 1886, the number of articulation teachers has also been noted :

ARTICULATION TEACHERS.

Percentage of American Instructors employed in teaching speech to the deaf in the United States, graphically shown. (See Appendix B.)



The above diagram shows in graphical form the percentage of instructors employed in teaching speech to the deaf in the schools of the United States. In 1886 they constituted 23.7 per cent. Since then the percentage has gradually and steadily increased, until, in 1897, articulation teachers became the majority of the whole body of instructors employed in the schools (including the Superintendents and Principals themselves).

This fact has been somewhat obscured in the *Annals* by the plan adopted in 1897 of including in the summation of teachers, the hundreds of persons employed in the work-shops in teaching

trades and other occupations to the deaf. In order to compare the statistics of 1897 and 1898 with those of former years, it has been necessary to deduct the number of industrial teachers from the totals given in the *Annals* for those years, as industrial teachers were not included in the former statistics.

For several years after 1884 the published statistics of speech teaching were very indefinite. The *Annals* gave the number of pupils taught speech without distinguishing those who were taught by speech from those who were taught articulation as an accomplishment and with whom speech was not used at all as a means of instruction.

At the first summer meeting of this Association, in 1891, the subject was informally discussed, and at the second summer meeting, in 1892, the Association took action by passing the following resolution :

"WHEREAS, The statistical tables of schools for the deaf annually published in the *American Annals for the Deaf*, present the number of pupils in American schools taught articulation, without classification of the number taught by speech methods.

"Resolved, That the Executive Committee having in charge the publication of the *American Annals* be requested annually to publish the number of pupils in American schools taught wholly by oral methods and the number taught in part by oral methods." (See Proceedings of Summer Meeting, 1892, p. 139.)

In response to this, the *Annals* statistics for 1892, (*Annals*, Jan., 1893, XXXVIII, 52-62), contained a column giving the number of pupils "taught wholly by oral methods," but no reference was made to those "taught in part by oral methods."

In explanation, the editor of the *Annals* said, (Nov. 28, 1892, *Annals*, 1893, XXXVIII, 312) :

"I do not like the phrase 'taught in part by oral methods,' and, though the resolution was adopted in a meeting composed largely of oral teachers, I should not think that, on reflection, they would like it either. *There is but one oral method, and pupils are either taught by it or they are not.*" (See Appendix C.)

The statistics have appeared annually in the *Annals* since 1892, in a special column by themselves headed by the letter B. A foot-note referred to column B as the "number taught wholly by the oral method," but three years ago the foot-note was

amended so as to read "number taught wholly, or chiefly, by the oral method."

In view of the editor's statement quoted above, I did not suppose, nor can I suppose now, that the change in phraseology made any difference in the character of the statistics collected. I have, therefore, confidently quoted the figures from column B as *statistics showing the growth of the oral method in America*.

To my surprise, the editor of the *Annals* takes exception to this conclusion ; and in the *Annals* for Feb., 1899, he hauls me over the coals, on the ground that many of the pupils referred to in column B were taught only in part by the oral method and should not, therefore, be credited to the oral method alone.

He says, (*Annals*, XLIV, 134) :

"Inasmuch as a majority of these pupils are in combined system schools, attend chapel exercises conducted in the sign language, and mingle freely with manually taught pupils out of school hours, while many of their teachers do not hesitate on occasion to make a sign, or spell a word by the manual alphabet in the school room, as an adjunct of their oral instruction, it does not seem to us correct to say that they are 'taught *wholly* by oral methods.'" (See Appendix D.)

I agree with Prof. Fay in this conclusion, and only regret that he has not hitherto published this important statement *in connection with column B* in the *Annals*. I also regret that in criticising me for having published the figures from column B, as referring to pupils "taught wholly by the oral method," he neglects to state that for years he did the same thing himself, officially, in the *Annals*, as editor of that journal.

The importance of the resolution passed in 1892, by the American Association to Promote the Teaching of Speech to the Deaf, now becomes obvious ; for the *Annals* statistics have proved misleading. "If you want a thing done, do it yourself," and I would suggest that, in future, the Association should itself collect statistics of oral teaching, instead of delegating that duty to "the Executive Committee having in charge the publication of the *American Annals*."

We can use the *Annals'* statistics so far as they go, and supplement them in any way we desire by applying directly to the

heads of the schools for additional information. The Superintendents and Principals are always willing to reply to courteous questions ; and, indeed, are anxious to afford the fullest information concerning the details of work in their schools. This is obvious from the very full replies received to a circular letter of inquiry which I, as President of this Association, sent to the heads of all Schools for the Deaf in the United States and Canada, on the first day of June, 1899. No difficulty has been experienced in obtaining the information asked for by this Association in 1892, and I have great pleasure in presenting you with the results. (See Appendix, E to L, with notes).

SPEECH-TEACHING IN AMERICA, JUNE, 1899.

(For details see Appendix.)

Pupils in America Schools for the Deaf.	United States.		Canada.	
	Number of pupils.	Percent-age.	No. of pupils.	Percent-age.
Taught wholly by Oral Methods...	2496	23.7%	225	29.0%
Taught in part by Oral Methods...	2521	23.9%	105	13.6%
Speech taught as an accomplishment.....	535	5.1%	14	1.8%
Unclassified.....	908	8.7%	60	7.7%
Total taught speech.....	6460	61.4%	404	52.1%
Taught wholly by Silent Methods.	4055	38.6%	371	47.9%
Total.....	10515	100.0%	775	100.0%

The results of the inquiry constitute a veritable revelation, and show how vast have been the changes that have been going on in the United States, almost unperceived, in our schools for the deaf, and without adequate statistics by which to trace the steps of the process.

The plan so common a few years ago of giving pupils lessons in articulation for half an hour or so a day, without using the powers of speech and speech-reading acquired for the purposes of communication and instruction, has been almost given up; for the

pupils now taught speech as an accomplishment merely, constitute only 5.1 per cent. of the whole.

This change has not been accomplished by a reduction in the proportion of pupils taught speech ; for the total taught speech is now larger than ever before, constituting 61.4 per cent. of all the pupils in our schools.

It has evidently then resulted from an increased *use* of speech for the actual purposes of communication in the school room ; and this is obvious from the fact that the pupils taught wholly or in part by the oral method now number 5017, or 47.6 per cent. of the whole. Nor are these all ; for, among the unclassified cases taught speech, the returns show that in 567 cases, at least, speech was used *as a means of instruction* ; though how it was used—whether alone, or combined with manual spelling or the sign language—does not clearly appear. This makes a total of 5584 pupils, with whom speech is used as a means of instruction—a majority of the whole number of pupils in our schools, or 53.1 per cent.

The pupils taught wholly by the oral method *without being taught at all by manual spelling or the sign language*, now number 2496, or 23.7 per cent. This gives us a starting point from which to measure the growth of the oral method in the future. The most astonishing revelations of change are to be found by analyzing the returns of pupils taught in part by the oral method :

SPEECH-TEACHING IN AMERICA, JUNE, 1899.

(For details see Appendix.)

Pupils taught by Speech and Speech Reading.	United States.		Canada.	
	No. of Pupils.	Per- centage.	No. of Pupils	Per- centage.
Taught also by Manual Spelling (no Sign-language)	1549	14.7%	64	8.3%
Taught also by Manual Spelling and Sign-language	972	9.2%	41	5.3%
Total taught in part by the Oral Method	2521	23.9%	105	13.6%

It thus appears that 1549 pupils, or 14.7 per cent, are taught by the oral method and manual spelling *without being taught at all by the sign language* ; and 972, or 9.2 per cent. are taught by the oral method and manual spelling and the sign language as well.

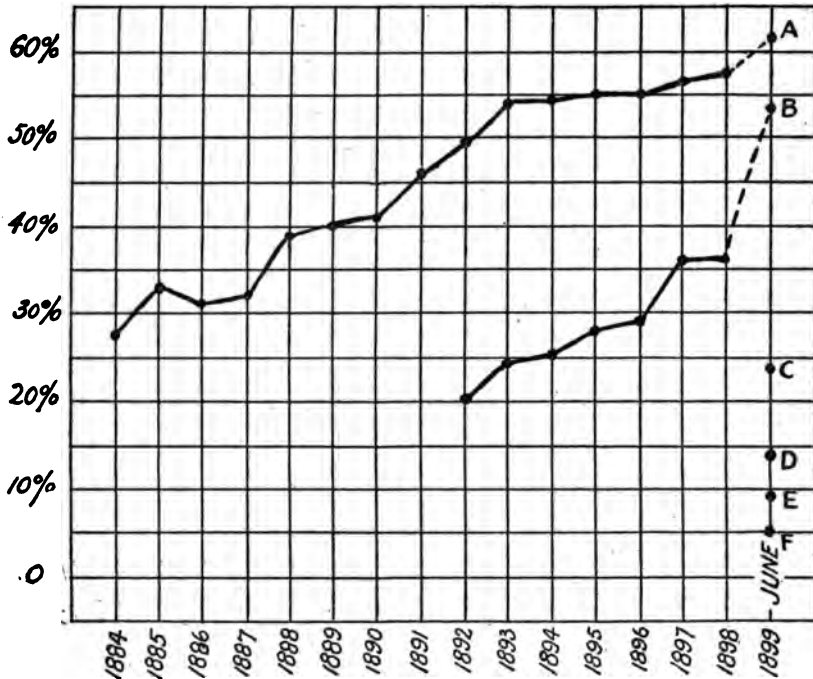
These figures show that manual spelling without the sign language is practiced in our schools to a much greater extent than has hitherto been supposed. My statistics, of course, relate primarily to speech methods of instruction, and the other methods only come incidentally into the investigation. When we consider that 4055 of our pupils, or 38.6 per cent., are not taught speech at all—and are therefore taught wholly by silent methods alone—the above figures acquire great significance.

We certainly should have statistics concerning the progress of *manually-spelled English as a means of instruction*—both with and without the sign language—for the indications are very clear that great changes are in progress in the practice of our schools unnoticed and unnoted by statistical means.

In the following diagram I have attempted to connect the *Annals* statistics relating to the teaching of speech to the deaf with the statistics compiled from the replies to my circular letter, so as to form some idea of the growth of speech teaching in the United States since statistics of the subject first appeared :

SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.

Percentage of pupils taught Speech in Schools for the Deaf in the United States, graphically shown. (See Appendix A, and also Appendices E to L.)



- A.—*Total taught Speech.* Figures for June, 1899, from replies received to Circular Letter. The rest from the *American Annals of the Deaf.*
- B.—*Speech used as a means of instruction.* Figures for June, 1899, from replies to Circular Letter. The rest from the *Annals*: Column B headed, "Taught wholly or chiefly by the Oral Method."
- C.—*Taught by Speech and Speech-reading, (no manual spelling—no sign-language.)* From replies to Circular Letter.
- D.—*Taught by Speech and Speech-reading and also taught by manual spelling, (no sign-language.)* From replies to Circular Letter.
- E.—*Taught by Speech and Speech-reading and also by manual spelling and sign-language.* From replies to Circular Letter.
- F.—*Taught Speech but Speech not used as a means of instruction.* From replies to Circular Letter.

In 1884, speech was taught to 27.2 per cent. of our pupils. For some years thereafter the proportion was subject to considerable fluctuations ; but, on the whole, and substantially, there has been a continuous rise in the percentage from that time to this. And the line of progress (deduced from the *Annals* statistics) connects naturally with the point A in the diagram, which represents 61.4 per cent., the present percentage taught speech as deduced from the replies to my circular letter.

The lower line in the diagram represents column B of the *Annals*—whatever that means. After Prof. Fay's remarks, I have not ventured to consider that it represents the percentage taught wholly by the oral method—nor, indeed, would the line connect naturally with the point C in the diagram, which represents the present percentage taught wholly by the oral method.

The best I can do is to connect it with the point B in the diagram, which represents the present percentage of pupils with whom speech is used as a means of instruction. It is certain that all the cases reported in the *Annals* as "taught wholly or chiefly by the oral method," fall into this category, but the general level of the curve is too low to connect naturally with the point B ; from which I conclude that all the cases in which speech was used as a means of instruction were not included in the *Annals* statistics under column B, and that many such cases must have been omitted and not credited in the *Annals* as taught by the oral method at all.

Upon the whole, the evidences of progress in speech teaching in America are many and gratifying. A gradual and steady increase in a percentage is a healthful sign—an evidence of progress *that will last*—a movement that will probably continue in the future in the same direction and at about the same rate. Sudden changes reveal ephemeral conditions, and often indicate mere temporary fluctuations of little value.

The upper line of the diagram—projected into the future beyond the point A—points, with prophetic finger, to that time—not so very far away—when speech and speech-reading will be taught to every deaf child in America.

APPENDIX
TO
ADDRESS OF THE PRESIDENT.

A.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.

Statistics compiled from the *American Annals of the Deaf* by
Alexander Graham Bell.

Date.	Total Schools in the United States.	Number of Pupils.				Percentage of pupils.			
		Total Pupils.	Taught Speech.	Not Taught Speech.	Taught wholly by the ORAL METHOD.	Taught wholly by the AU- RICULAR METHOD.	Taught Speech.	Not Taught Speech.	Taught wholly or chiefly by the ORAL METHOD.
1857..	20	1721							
1863..	22	2012							
1866..	24	2469							
1867..	24	2576							
1868..	27	2898							
1869..	30	3246							
1870..	34	3784							
1871..	38	4068							
1872..	36	4253							
1873..	38	4252							
1874..	44	4892							
1875..	48	5309							
1876..	49	5010							
1877..	49	5711							
1878..	49	6166							
1879..	51	6431							
1880..	55	6798							
1881..	55	7019							
1882..	55	7155							
1883..	58	7169							
1884..	61	7482	2041	5441			27.2%	72.8%	
1885..	64	7801	2618	5183			33.5%	66.5%	
1886..	66	8050	2484	5566			30.9%	69.1%	
1887..	69	7978	2556	5422			32.0%	68.0%	
1888..	73	8372	3251	5121			38.8%	61.2%	
1889..	73	8575	3412	5163			39.7%	60.3%	
1890..	77	8901	3682	5219			41.3%	58.7%	
1891..	77	9232	4245	4987			46.0%	54.0%	
1892*	80	7940	3924	4016	1581		49.4%	50.6%	19.9%
1893*	79	8304	4485	3819	2056	80	54.0%	46.0%	24.7%
1894*	83	8825	4802	4023	2260	109	54.4%	45.6%	25.6%
1895*	89	9252	5084	4168	2570	149	54.9%	45.1%	27.7%
1896*	89	9554	5243	4311	2752†	166†	54.9%	45.1%	28.8%
1897*	95	9749	5498	4251	3466†	162†	56.4%	43.6%	35.6%
1898*	101	10139	5817	4322	3672†	116†	57.4%	42.6%	36.2%

*Figures, refer to number of pupils present upon a specified day (November 15). Before 1892 they indicate the number present during the calendar year, including portions of the school years.

†Wholly or chiefly.

two

B.—ARTICULATION TEACHERS.

Statistics compiled from the *American Annals of the Deaf* by
Alexander Graham Bell.

Date.	Total Teachers, including Superinten- dents and Principals.	Number of Articulation Teachers.	Percentage of Articulation Teachers.
1857.....	95		
1863.....	—		
1866.....	119		
1867.....	120		
1868.....	170		
1869.....	187		
1870.....	222		
1871.....	260		
1872.....	271		
1873.....	274		
1874.....	290		
1875.....	321		
1876.....	304		
1877.....	356		
1878.....	375		
1879.....	388		
1880.....	425		
1881.....	444		
1882.....	481		
1883.....	497		
1884.....	508		
1885.....	540		
1886.....	566	184	23.7%
1887.....	577	171	29.6%
1888.....	606	199	32.8%
1889.....	615	208	33.8%
1890.....	641	213	33.2%
1891.....	686	260	37.9%
1892.....	706	291	41.2%
1893.....	765	331	43.3%
1894.....	784	372	47.4%
1895.....	835	397	47.5%
1896.....	879	427	48.6%
1897.....	928*	487	52.5%
1898.....	949**	530	55.8%

*Not including 260 Industrial Teachers.

**Not including 304 Industrial Teachers.

N. B.—Before 1897 the Industrial Teachers employed in the work-shops were not included in the statistics published by the *Annals*.

C.—Extract from a letter from Dr. E. A. Fay to the Committee on Classification of Methods of Instructing the Deaf, dated November 28, 1892. (*Annals*, 1893, XXXVIII, 312) :

"* * * * * I shall have two columns in the Tabular Statement of Schools, one showing the number of pupils taught speech and speech-reading in each school, and the other showing the number taught wholly by the Oral Method. This will indicate the two most important varieties of the Combined System, and at the same time—in spirit at least—will comply with the resolution adopted by the American Association to Promote the Teaching of Speech to the Deaf at its last summer meeting, requesting the *Annals* in its annual Tabular Statement of Schools 'to publish the number of pupils taught wholly by oral methods, and the number taught in part by oral methods.' I do not like the phrase 'taught in part by oral methods,' and, though the resolution was adopted in a meeting composed largely of Oral Teachers, I should not think that on reflection they would like it either. There is but one Oral Method and pupils are either taught by it, or they are not. If they are taught speech and speech-reading as an accomplishment, while their general education is carried on chiefly by other means, they are not taught by the Oral Method."

D.—Extract from editorial notice in the *Annals* for February, 1899, XLIV, 133, headed, "*The Classification of Methods*" :

"* * * * * In this connection we may refer briefly to a sheet published by Dr. Alexander Graham Bell in September last, entitled 'Methods of Instructing the Deaf in the United States: Statistics compiled from the *American Annals of the Deaf*,' which seems to show, by graphical chart and tabular statement that, in proportion as the Oral Method is extending, the Combined System is declining from year to year in the United States. While Dr. Bell compiles his statistics from the *Annals* as stated, he ignores the definition of the Combined System as given in the *Annals*, and uses the term to include only pupils 'taught partly by Manual and partly by Oral Methods, and those taught wholly by Manual Methods, who receive instruction in Articulation;' he also counts as 'taught *wholly* by Oral Methods' those pupils who, for the past three years, have been reported in the *Annals* as 'taught wholly or chiefly by the Oral Method.' Inasmuch as a majority of these pupils are in Combined-System schools, attend chapel exercises conducted in the sign-language, and mingle freely with manually taught pupils out of school hours, while many of their teachers do not hesitate on occasion to make a sign or spell a word by the manual alphabet in the school room, as an adjunct to their oral instruction, it does not seem to us correct to say that they are 'taught *wholly* by Oral Methods.'

"Oral teaching has made great and gratifying progress in the United States during recent years, but it has not been at the expense of the Combined System; on the contrary its progress has been largely in Combined-System schools and under the direction of Superintendents and Principals who are staunch adherents of the Combined System."

E.—CIRCULAR LETTER OF INQUIRY SENT TO THE
HEADS OF ALL SCHOOLS FOR THE DEAF IN
THE UNITED STATES AND CANADA.

BADDECK, NOVA SCOTIA, JUNE 1st, 1899.

TO THE SUPERINTENDENT OR PRINCIPAL

OF THE

MY DEAR SIR:—I shall be much obliged if you will kindly fill up the enclosed blank, relating to SPEECH-TEACHING in your school, and return it to me, at the above address, as soon as possible.

I desire to use the information in my Presidential address, before the American Association to Promote the Teaching of Speech to the Deaf, at the approaching summer meeting in Northampton, Mass.

Thanking you in advance, and requesting the favor of an early reply, I am, my dear sir,

Yours truly,

ALEXANDER GRAHAM BELL.

F.—BLANK FORM FOR REPLY SENT WITH
CIRCULAR LETTER.

.....JUNE....., 1899.

TO MR. A. GRAHAM BELL,
BADDECK, NOVA SCOTIA.

DEAR SIR :—In response to your note of the 1st instant, I beg to enclose the following statistics, relating to SPEECH-TEACHING in this school. Yours truly,

.....

STATISTICS.

1. Total number of pupils in this school
2. Number taught by speech and speech-reading, without being taught at all by the sign-language or manual alphabet.....
3. Number taught by speech and speech-reading together with a manual alphabet, without being taught at all by the sign-language.....
4. Number taught by speech and speech-reading, and also taught by the sign language and manual alphabet
5. Number taught speech and speech-reading as an accomplishment, without speech being used as a means of instruction

Location.		
State or Territory.	Town.	Street or District.
Alabama.....	Talladega.....	.....
Arkansas.....	Little Rock.....	.....
California.....	Berkeley.....	.....
do.....	Los Angeles.....	.....
do.....	North Temescal.....	.....
do.....	Oakland.....	San Pablo Avenue and Forty-third Street.....
do.....	San Francisco.....	Oak Street, No. 522.....
Colorado.....	Colorado Springs.....	.....
Connecticut.....	Hartford.....	.....
do.....	Mystic.....	.....
Dist. of Columbia	Washington.....	Kendall Green.....
Florida.....	St. Augustine.....	.....
Georgia.....	Cave Spring.....	.....
Illinois.....	Chicago.....	Armour Avenue, near Root Street.....
do.....	do.....	Ashland Avenue, No. 4635.....
do.....	do.....	Ashland Avenue and North Avenue.....
do.....	do.....	Ashland Avenue and Wrightwood Avenue.....
do.....	do.....	Evergreen Avenue, near Robey Street.....
do.....	do.....	Humboldt Boulevard, near North Avenue.....
do.....	do.....	Ingleside Avenue and Fifty-fourth Street.....
do.....	do.....	Monroe Street, No. 157.....
do.....	do.....	Sedgewick Street and Division Street.....
do.....	do.....	Seventieth Street and Yale Avenue.....
do.....	do.....	South May Street, No. 409.....
do.....	do.....	Twenty-third Street, near Robey.....
do.....	do.....	Yale Avenue, No. 6550.....
do.....	Jacksonville.....	.....
do.....	La Salle.....	.....
Indiana.....	Evansville.....	Seventh and Vine Streets.....
do.....	Indianapolis.....	.....
Iowa.....	Council Bluffs.....	.....
Kansas.....	Olathe.....	.....
Kentucky.....	Danville.....	.....
Louisiana.....	Baton Rouge.....	.....
do.....	Chinchuba.....	.....
Maine.....	Portland.....	Spring Street, Nos. 79 to 85.....
Maryland.....	Baltimore.....	Hollins Street, Nos. 851 to 853.....
do.....	do.....	West Saratoga Street, No. 649.....
do.....	Frederick City.....	.....
Massachusetts.....	Beverly.....	.....
do.....	Boston.....	Newbury Street, No. 178.....
do.....	Northampton.....	.....
do.....	West Medford.....	Woburn Street, No. 93.....
Michigan.....	Detroit.....	Twelfth and Calumet Streets.....
do.....	Flint.....	.....
do.....	North Detroit.....	.....
Minnesota.....	Faribault.....	.....
Mississippi.....	Jackson.....	.....
Missouri.....	Fulton.....	.....
do.....	St. Louis.....	Cass Avenue, No. 1849.....
do.....	do.....	Ninth and Wash Streets.....
do.....	South St. Louis.....	Longwood Place.....
Montana.....	Boulder.....	.....
Nebraska.....	Omaha.....	.....
New Jersey.....	Trenton.....	.....
New Mexico.....	Santa Fe.....	.....
New York.....	Albany.....	Pine Hills.....
do.....	Buffalo.....	Edward Street, No. 125.....
do.....	Fordham.....	East One Hundred and Eighty-eighth Street, No. 77.....
do.....	Malone.....	.....

(adding to location.)

Official Name of School.	Chief Executive Officer.
ama Institute for the Deaf.....	Joseph H. Johnson, M.A.
ncas Deaf Mute Institute.....	Frank B. Yates
ma Institution for the Deaf and the Blind.....	W. Wilkinson, M.A., L.H.D.
Angeles Oral School for the Deaf.....	Mary E. Bennett.
oseph's School and Home for Deaf Mutes.....	Sister M. Valeria.
and Oral Kindergarten Home for the Deaf.....	Charlotte Louise Morgan.
Francisco School for the Deaf.....	A. N. Holden.
ado School for the Deaf and the Blind.....	W. K. Argo, M.A.
ican School for the Deaf.....	Job Williams, M.A., L.H.D.
ic Oral School for the Deaf.....	Ella Scott.
mbia Institution for the Deaf and Dumb.....	E. M. Gallaudet, Ph.D., LL.D.
omprising (The Kendall School for the Deaf.....)	James Denison, M.A.
and Gallaudet College.....	E. M. Gallaudet, Ph.D., LL.D.
da Institute for the Deaf and the Blind.....	Rev. Frederick Pasco.
gia School for the Deaf.....	Wesley O. Connor.
gan Public Day-School for the Deaf.....	Mary McCowen.
rd Public Day-School for the Deaf.....	Mary McCowen.
Public Day-School for the Deaf.....	Mary McCowen.
ott Public Day-School for the Deaf.....	Mary McCowen.
er Park Public Day-School for the Deaf.....	Mary McCowen.
in Public Day-School for the Deaf.....	Mary McCowen.
inski Public Day-School for the Deaf.....	Mary McCowen.
oe Street Public Day School for the Deaf.....	Mary McCowen.
in Trumbull Public Day-School for the Deaf.....	Mary McCowen.
Public Day-School for the Deaf.....	Mary McCowen.
heta School for the Deaf.....	Margaret Cosgrove.
el Public Day-School for the Deaf.....	Mary McCowen.
owan Oral School for Young Deaf Children.....	Cornelia D. Bingham.
is Institution for the Education of the Deaf and Dumb.....	Joseph C. Gordon, M.A., Ph.D.
alle Day-School for the Deaf.....	Edith E. Brown.
ville Day School for the Deaf.....	Paul Lange, M.A.
na Institution for the Education of the Deaf and Dumb.....	Richard Otto Johnson.
School for the Deaf.....	Henry W. Rothert
as School for the Deaf.....	H. C. Hammond
cky Institution for the Education of Deaf Mutes.....	Augustus Rogers, M.A.
iana Institution for the Education of the Deaf and Dumb.....	John Jastremski, M.D.
table Deaf Mute Institution of the Holy Rosary.....	Very Rev Canon H. C. Mignot.
School for the Deaf.....	Elizabeth R. Taylor.
Knapp's Institute.....	Wm. A. Knapp
land School for the Colored Blind and Deaf.....	Frederick D. Morrison, M.A.
land School for the Deaf and Dumb.....	Charles W. Ely, M.A.
England Industrial School for Deaf Mutes.....	Nellie H. Swett.
re Mann School for the Deaf.....	Sarah Fuller
School for the Deaf.....	Caroline A. Yale, LL.D.
Fuller Home for Little Children Who Cannot Hear.....	Eliza L. Clark.
it Day-School for the Deaf.....	on, Lizzie D. Monroe.
gan School for the Deaf.....	Francis D. Clarke, M.A., C.E.
an Evangelical Lutheran Deaf and Dumb School.....	D. H. Ching.
ota School for the Deaf.....	James N. Tate, M.A.
issippi Institution for the Education of the Deaf and Dumb.....	J. R. Dobyns, M.A.
uri School for the Deaf and Dumb.....	Noble B. McKee, M.A.
e Conalia School for the Deaf.....	Sister M. Adele.
ous Day-School for the Deaf.....	James H. Cloud, M.A.
oseph's Deaf Mute Institute for Boys.....	Rev. Mother Agatha
ina Deaf and Dumb Asylum.....	E. S. Tillinghast, M.A.
iska Institute for the Deaf and Dumb.....	H. E. Dawes.
Jersey School for Deaf Mutes.....	Weston Jenkins, M.A.
Mexico School for the Deaf and the Blind.....	Lars M. Larson, B.A.
y Home School for the Oral Instruction of the Deaf.....	Mary McGuire.
aten's St. Mary's Inst for the Imp'd Inst'n of Deaf-Mutes.....	Sister Mary Anne Burke.
oseph's Inst for the Improved Instruction of Deaf-Mutes.....	Adele Perronno.
ern New York Institution for Deaf-Mutes.....	Edward C. Rider.

Location.		
State or Territory.	Town.	Street or District.
New York.....	New York.....	Lexington Avenue, Nos. 904 to 922.....
do	do	Washington Heights, 163d Street and Eleventh Ave
do	do	West Seventy-sixth Street, No. 42.....
do	Rochester	North St. Paul Street, No. 945.....
do	Rome .....	.....
North Carolina..	Morganton .....	.....
do	Raleigh .....	.....
North Dakota...	Devil's Lake.....	.....
Ohio	Cincinnati	Court Street, west of John.....
do	do	Court Street, west of John.....
do	do	East Sixth Street.....
do	Cleveland	Rockwell and Bond Streets.....
do	Columbus .....	.....
do	Elyria .....	.....
Oklahoma	Byron .....	.....
do	Guthrie .....	.....
Oregon	Salem .....	.....
Pennsylvania ..	Edgewood Park..	.....
do	Philadelphia	Belmont Avenue, cor. of Monument Avenue.....
do	do .....	.....
do	Scranton	Mount Airy.....
Rhode Island...	Providence .....	.....
South Carolina..	Cedar Spring....	East Avenue, No. 184.....
South Dakota...	Sioux Falls.....	.....
Tennessee	Knoxville .....	.....
Texas	Austin .....	.....
do	do .....	.....
Utah	Ogden .....	.....
Virginia	Staunton .....	.....
Washington	Vancouver .....	.....
West Virginia..	Romney .....	.....
Wisconsin	Delavan .....	.....
do	Eau Claire.....	.....
do	Fond du Lac.....	.....
do	Manitowoc .....	.....
do	Marinette	Main Street, No. 1532.....
do	Milwaukee	Seventh and Prairie Streets.....
do	Oshkosh .....	.....
do	St. Francis.....	.....
do	Sheboygan.....	.....
do	Wausau .....	.....

H.—SCHOOLS FOR THE DEAF

(Arranged alphabetically)

Location.		
Province or Territory.	Town.	Street or District.
Manitoba	Winnipeg .....	.....
New Brunswick..	Fredericton .....	.....
Nova Scotia.....	Halifax .....	.....
Ontario	Belleville .....	.....
Quebec	Montreal	Berri Street, No. 546.....
do	do	Mile End
do	do	Notre Dame de Grace Street.....

Official Name of School.	Chief Executive Officer.
York Inst. for the Improved Inst'n of Deaf-Mutes.....	H. F. Mitchell.
York Inst. for the Instruction of the Deaf and Dumb.....	Enoch Henry Currier, M.A.
ht-Humason School.....	{ J. D. Wright, M.A. and T. A. Humason, M.A., Ph.D.
ern New York Institution for Deaf-Mutes.....	Z. F. Westervelt, LL.D.
al New York Institution for Deaf-Mutes.....	Edward Beverly Nelson, M.A.
h Carolina School for the Deaf and Dumb.....	E. McKay Goodwin, M.A.
. Inst. for the Deaf and Dumb and the Blind... ..	John E. Ray, M.A.
and Dumb Asylum (of North Dakota).....	Dwight F. Bangs.
nnati Oral School for the Deaf.....	Virginia A. Osborn.
nnati Public School for the Deaf.....	Caroline Fesenbeck.
e Dame School for the Deaf.....	Sister Mary of the Sacred Heart
land Day-School for the Deaf.....	Katherine King.
Institution for the Education of Deaf and Dumb	J. W. Jones, M.A.
in County Oral Deaf School.....	Emma L. Carrigan.
ern Oklahoma School for the Deaf.....	Ellsworth Long, B.S.
homa Institute for the Deaf and Dumb.....	H. C. Beamer.
on School for Deaf-Mutes.....	Rev. P. S. Knight, Ph.D.
. Penna. Inst. for the Instruction of the Deaf and Dumb..	William N. Burt, M.A.
e for the Training in Speech of Deaf Children before they	
re of School Age.....	Mary S. Garrett.
sylvania Institution for the Deaf and Dumb.....	A. L. E. Crouter, M.A., LL.D.
sylvania Oral School for the Deaf.....	Mary B. C. Brown.
le Island Institute for the Deaf.....	Laura De L. Richards.
rolina Inst. for the Education of the Deaf and the Blind	Newton F. Walker.
1 Dakota School for Deaf-Mutes.....	James Simpson.
essee Deaf and Dumb School.....	Thomas L. Moses.
Dumb, and Blind Institute for Colored Youth.....	S. J. Jenkins.
s Deaf and Dumb Asylum.....	B. F. McNulty.
State School for the Deaf and Dumb.....	Frank W. Metcalf, D.B.
nia School for the Deaf and the Blind.....	William A. Bowles.
ington School for Defective Youth.....	James Watson.
Virginia Schools for the Deaf and the Blind.....	James T. Rucker.
onsin School for the Deaf.....	John W. Swiler, M.A.
Claire Day-School for the Deaf.....	Jennie C. Smith.
du Lac Day-School for the Deaf.....	Anna Sullivan.
owoc Day-School for the Deaf.....	Ada S. Locke.
rette School for the Deaf.....	Frances O. Ellis.
ukee Public Day-School for the Deaf.....	Frances Wettstein.
osh School for the Deaf.....	Katherine Grimes.
ohn's Catholic Deaf-Mute Institute.....	Rev. M. M. Gerend.
oygan Day-School for the Deaf.....	Ray Kribs.
au Day-School for the Deaf.....	Margaret Hurley.

F IN CANADA.
ding to location.)

Official Name of School.	Chief Executive Officer.
oba Deaf and Dumb Institution.....	D. W. McDermid.
triction Inst. for the Education of the Deaf and Dumb...	Albert F. Woodbridge.
ax Institution for the Deaf and Dumb.....	James Fearon.
io Institution for the Deaf and Dumb.....	Robert Mathison, M.A.
olic Female Deaf and Dumb Institute.....	Rev. Sister Philip de Jesus.
olic Male Deaf-Mute Inst. for the Province of Quebec.....	Rev. Alf. Belanger, C. S. V.
ay Institution for Protestant Deaf-Mutes and the Blind...	Mrs. H. E. Ashcroft.

1.—SPEECH-TEACHING IN AMERICA

(Statistics compiled by A. G. Bell from replies to h

Schools for the Deaf in THE UNITED STATES		Number Taught by SPEECH and SPEECH-READING, Taught also by MANUAL SPELLING, Taught also by SIGN LANGUAGE			
arranged alphabetically according to location.		Total.	(No Manual Spelling.) (No Sign Language.)	No Sign Language.)	Taught ab by SIGN LANGUAGE
		Query 1	Query 2.	Query 3.	Query 4.
Ala.	Talladega School.....	145	12	24	48
Ark.	Little Rock School.....	223	42	—	—
Cal.	Berkeley School.....	161	—	—	98
"	Los Angeles School.....	14	14	—	—
"	North Temescal School.....	—	—	—	—
"	Oakland School.....	2	2	—	—
"	San Francisco School.....	8	8	—	—
Colo.	Colorado Springs School.....	80	34	—	3
Conn.	Hartford School.....	—	—	—	—
"	Mystic School.....	33	33	—	—
D. C.	Washington { Kendall School.....	52	—	—	44
	{ Gallaudet College.....	98	—	—	73
Fla.	St. Augustine School.....	37	—	—	37
Ga.	Cave Spring School.....	—	—	—	—
Ill.	Chicago, Armour Ave. School.....	9	—	—	9
"	" Ashland Ave. School.....	9	9	—	—
"	" Ashland & North Ave. Sch.....	7	7	—	—
"	" Ash'd & Wrightw'd Sch.....	9	—	—	9
"	" Evergreen Ave. School.....	13	—	—	13
"	" Humboldt Boulevard Sch.....	10	10	—	—
"	" Ingleside Ave. School.....	11	11	—	—
"	" Monroe St. School.....	22	—	—	21
"	" Selgewick St. School.....	18	18	—	—
"	" Seventieth St. School.....	46	46	—	—
"	" South May St. School.....	53	—	—	?
"	" Twenty-third St. School.....	7	7	—	—
"	" Yale Ave. School.....	20	20	—	—
"	Jacksonville School { Oral Dept.....	280	?	?	?
	{ Manual Dept.....	278	—	—	—
"	La Salle School.....	4	4	—	—
Ind.	Evansville School.....	15	—	1	—
"	Indianapolis School.....	327	—	—	128
Iowa	Council Bluffs School.....	—	—	—	—
Kan.	Olathe School.....	247	?	?	?
Ky.	Danville School.....	352	88	—	28
La.	Baton Rouge School.....	103	32	—	—
"	Chanchuba School.....	45	—	—	19
Me.	Portland School.....	75	—	?	?
Md.	Baltimore, Hollins St. School.....	25	25	—	—
"	" W. Saratoga St. School.....	—	—	—	—
"	Frederick City School.....	92	31	—	29
Mass.	Beverly School.....	28	—	—	?
"	Boston School.....	123	123	—	—
"	Northampton School.....	158	158	—	—
"	W. Medford School.....	9	9	—	—
Mich.	Detroit School.....	12	12	—	—
"	Flint School.....	423	—	—	128
"	North Detroit School.....	43	43	—	—
Minn.	Fairbault School.....	242	14	48	—
Miss.	Jackson School.....	94	31	14	—
Mo.	Fulton School.....	351	67	—	—
"	St. Louis, Cass Ave. School.....	26	—	—	14
"	" Ninth and Wash Sts. School.....	—	—	—	—

Pupils.		Remarks.	Summary.			
Taught Speech and Speech-Reading.			Number of pupils taught Speech and Speech-Reading.			
Speech NOT USED as a means of instruction. Query 5.	Returns UNCLASSIFIED.		Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSIFIED.
—	—	—	84	84	—	—
—	—	See Note 1	42	42	—	—
—	—	See Note 2	96	96	—	—
—	—	—	14	14	—	—
—	—	No reply	—	—	—	—
—	—	See Note 3	2	2	—	—
—	—	—	8	8	—	—
—	—	—	39	39	—	—
—	—	See Note 4	—	—	—	—
—	—	—	33	33	—	—
—	—	—	44	44	—	—
—	—	—	72	72	—	—
—	—	—	37	37	—	—
—	—	No reply	—	—	—	—
—	—	—	9	9	—	—
—	—	—	9	9	—	—
—	—	—	7	7	—	—
—	—	—	9	9	—	—
—	—	—	13	13	—	—
—	—	—	10	10	—	—
—	—	—	11	11	—	—
—	—	See Note 5	21	21	—	—
—	—	—	18	18	—	—
—	—	—	46	46	—	—
?	73	See Note 6	73	?	?	73
—	—	—	7	7	—	—
—	—	—	20	20	—	—
—	260	See Note 7	260	260	—	—
273	—	do	273	—	273	—
—	—	—	4	4	—	—
2	—	—	3	1	2	—
—	—	See Note 8	133	133	—	—
—	—	No reply	—	—	—	—
80	61	See Note 9	91	61	30	—
41	—	—	152	111	41	—
—	—	—	32	32	—	—
5	—	—	24	19	5	—
—	68	See Note 10	68	68	—	—
—	—	See Note 11	25	25	—	—
—	—	No reply	—	—	—	—
—	—	—	60	60	—	—
?	16	See Note 12	16	?	?	16
—	—	—	123	123	—	—
—	—	—	156	156	—	—
—	—	—	9	9	—	—
—	—	—	12	12	—	—
89	—	—	212	123	89	—
—	—	See Note 13	43	43	—	—
25	—	—	84	59	25	—
—	—	—	35	35	—	—
—	—	—	67	67	—	—
—	—	—	14	14	—	—
—	—	No reply	—	—	—	—

I.—SPEECH-TEACHING IN AMERICAN SCHOOLS

(Statistics compiled by A. G. Bell from replies to 1

Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location.		Number			
		Total.	Taught by SPEECH and SPEECH READING.		
			(No Manual Spelling.) (No Sign Language.)	Taught also by MANUAL SPELLING.	
				(No Sign Language.)	Taught al by SIGN LANGUAGE
		Query 1	Query 2.	Query 3.	Query 4
Mo.	South St. Louis School.....	25	—	—	6
Mont.	Boulder School.....	177	7	111	57
Neb.	Omaha School.....	138	—	85	—
N. J.	Trenton School.....	13	—	—	—
N. M.	Santa Fe School.....	20	20	—	—
N. Y.	Albany School.....	165	5	140	20
"	Buffalo School.....	871	—	371	?
"	Fordham School.....	86	—	52	—
"	Malone School.....	202	202	—	—
"	N. Y. Lexington Ave. School.....	414	—	414	—
"	" Washington H'ghts School.....	21	21	—	—
"	West 76th St. School.....	176	—	176	—
"	Rochester School.....	—	—	—	—
"	Rome School.....	—	—	—	—
N. C.	Morganton School.....	204	66	66	2
"	Raleigh School.....	94	12	—	—
N. D.	Devil's Lake School.....	50	4	2	2
Ohio.	Cin'nati, Court St. (Oral) School.....	34	34	—	—
"	" Court St. (Manual) Sch.....	—	—	—	—
"	" East Sixth St. School.....	12	—	5	—
"	Cleveland School.....	53	47	3	—
"	Columbus School.....	470	192	—	—
"	Elyria School.....	7	7	—	—
Okla.	Byron School.....	5	—	—	—
"	Guthrie School.....	—	—	—	—
Ore.	Salem School.....	58	—	—	7
Pa.	Edgewood Park School.....	194	61	—	—
"	Phila., Belmont Ave. School.....	50	50	—	—
"	" Mt. Airy School { Oral Dept.....	437	437	—	—
"	" " { Manual ".....	68	—	—	—
"	Scranton School.....	77	77	—	—
R. I.	Providence School.....	63	63	—	—
S. C.	Cedar Spring School.....	102	34	—	—
S. D.	Sioux Falls School.....	—	—	—	—
Tenn.	Knoxville School.....	227	31	—	48
Tex.	Austin School (for colored).....	—	—	—	—
"	Austin School (for whites).....	280	—	—	90
Utah.	Ogden School.....	81	—	—	43
Va.	Staunton School.....	145	20	40	4
Wash.	Vancouver School.....	68	—	—	—
W. V.	Romney School.....	—	—	—	—
Wis.	Delavan School.....	193	107	—	—
"	Eau Claire School.....	8	8	—	—
"	Fond du Lac School.....	7	7	—	—
"	Manitowoc School.....	5	5	—	—
"	Marinette School.....	6	6	—	—
"	Milwaukee School.....	56	56	—	—
"	Oshkosh School.....	11	11	—	—
"	St. Francis School.....	—	—	—	—
"	Sheboygan School.....	6	6	—	—
"	Wausau School.....	—	—	—	—
86 Schools.* Total.....		9349	2496	1549	972

*Total schools 101. For statistics of other 15 schools see below (Table K).

f Pupils.		Remarks.	Summary.			
Taught Speech and Speech-Reading.			Number of pupils taught Speech and Speech-Reading.			
Speech NOT USED as a means of instruction. Query 5.	Returns UNCLASSIFIED.		Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSIFIED.
—	—	No reply	—	—	—	—
2	—	See Note 14	6	6	—	—
12	—	—	177	175	2	—
—	—	—	97	85	12	—
—	—	See Note 15	—	—	—	—
—	—	—	20	20	—	—
—	—	—	165	165	—	—
12	—	See Note 16	371	371	—	—
—	—	—	64	52	12	—
—	—	—	202	202	—	—
—	—	See Note 17	414	414	—	—
—	—	—	21	21	—	—
—	—	—	176	176	—	—
—	—	See Note 18	—	—	—	—
—	—	—	184	134	—	—
—	—	—	12	12	—	—
24	—	—	32	8	24	—
—	—	—	34	34	—	—
—	—	No reply	—	—	—	—
5	—	See Note 19	10	5	5	—
—	—	—	50	50	—	—
15	—	See Note 20	207	192	15	—
—	—	—	7	7	—	—
—	—	—	—	—	—	—
—	—	No reply	—	—	—	—
—	—	See Note 21	7	7	—	—
—	—	—	61	61	—	—
—	—	See Note 22	50	50	—	—
—	—	See Note 23	437	437	—	—
—	—	.....do.....	—	—	—	—
—	—	—	77	77	—	—
—	—	—	63	63	—	—
—	—	See Note 24	34	34	—	—
—	—	No reply	—	—	—	—
—	—	—	79	79	—	—
—	—	No reply	—	—	—	—
—	—	See Note 25	90	90	—	—
—	—	—	43	43	—	—
—	—	—	64	64	—	—
—	—	See Note 26	—	—	—	—
—	—	No reply	—	—	—	—
—	—	See Note 27	107	107	—	—
—	—	—	8	8	—	—
—	—	—	7	7	—	—
—	—	—	5	5	—	—
—	—	—	6	6	—	—
—	—	—	56	56	—	—
—	—	—	11	11	—	—
—	—	No reply	—	—	—	—
—	—	—	6	6	—	—
—	—	No reply	—	—	—	—
535	478		6080	5406	535	89

J.—SPEECH-TEACHING IN CANADA (Statistics compiled by A. G. Bell from replies to

Schools for the Deaf in CANADA arranged alphabetically according to location.	Num			
	Total.	Taught by SPEECH and SPEECH-READING		
		(No Manual Spelling.) No Sign Language.)	Taught also by MANUAL SPELLING	
			(No Sign Language,)	Taught by Sign LANGUAGE
	Query 1	Query 2.	Query 3	Query
Man. Winnipeg School.....	54	10	—	6
N. B. Fredericton School.....	32	—	—	20
N. S. Halifax School.....	97	33	64	—
Ont. Belleville School.....	268	—	—	?
P. Q. Montreal :				
“ “ Berri St. School { Oral Dept.	95	95	—	—
“ “ “ { Manual “	58	—	—	—
“ “ Mile End School { Oral Dept.	66	66	—	—
“ “ “ { Manual “	48	—	—	—
“ “ Notre Dame de Grace St. Sch.	62	21	—	15
7 Schools. Total.....	775	225	64	41

K.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF

November 10, 1898.

Statistics compiled by A. G. Bell from the *American Annals of the Deaf*
for January, 1899. See Vol. XLIV., pp. 64 to 65.

Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location.	Number of Pupils Present November 10, :				
	Total.	Taught Speech and Speech-Reading			
		Total taught Speech.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSI-
Cal. N. Temescal School.....	26	—	—	—	1
Conn. Hartford School.....	162	118	12	?	
Ga. Cave Spring School.....	150	44	44	—	
Iowa. Council Bluffs School.....	276	55	55	—	
Md. Baltimore, W. Saratoga St. School	31	20	10	?	?
Mo. St. Louis, 9th & Wash Sts. School	37	31	?	?	
“ S. St. Louis School.....	14	8	4	?	
N. Y. Rome School.....	139	60	?	?	
Ohio. Cin'ti, Court St. (Manual) School	8	—	—	—	?
Okla. Guthrie School.....	24	—	—	—	
S. D. Sioux Falls School.....	51	22	?	?	
Tex. Austin School (for colored).....	37	—	—	—	
W. V. Romney School.....	145	19	?	?	2
Wis. St. Francis School.....	58	45	45	—	
“ Wausau School.....	8	8	8	—	
15 Schools. Total.....	1166	430	178	?	

Pupils.		Remarks.	Summary.			
Taught Speech and Speech-Reading.			Number of pupils taught Speech and Speech-Reading.			
Speech NOT USED as a means of instruction. Query 5.	Returns UNCLASSIFIED.		Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSIFIED.
6	—	—	22	16	6	—
—	—	—	20	20	—	—
—	—	—	97	97	—	—
?	60	See Note 28	60	?	?	60
—	—	See Note 29	95	95	—	—
—	—	do	—	—	—	—
—	—	See Note 30	66	66	—	—
—	—	do	—	—	—	—
8	—	—	44	36	8	—
14	60		404	330	14	60

Schools for the Deaf in THE UNITED STATES.	Number			
	Total Pupils.	Taught by SPEECH and SPEECH-READING.		
		(No Manual Spelling.) (No Sign Language.)	Taught also by MANUAL SPELLING.	
			(No Sign Language.)	Taught also by Sign Language.
Statistics of 86 schools from replies to Circular Letter.....	9349	2496	1549	972
Statistics of 15 schools from the <i>Annals</i> for Jan. 1899.....	1166	?	?	?
Total, 101 schools in the United States.	10515	2496	1549	972

Schools for the Deaf in THE UNITED STATES.	Percentage			
	Total Pupils.	Taught by SPEECH and SPEECH-READING.		
		(No Manual Spelling.) (No Sign Language.)	Taught also by MANUAL SPELLING.	
			(No Sign Language.)	Taught also by SIGN LANGUAGE
Statistics of 86 schools from replies to Circular Letter.....	100.0%	26.7%	16.6%	10.4%
Statistics of 15 schools from the <i>Annals</i> for Jan. 1899.....	100.0%	?	?	?
Total, 101 schools in the United States.	100.0%	23.7%	14.7%	9.2%

Schools for the Deaf in CANADA (Statistics from replies to Circular Letter.)	Number and			
	Total Pupils.	Taught by SPEECH and SPEECH-READING.		
		(No Manual Spelling.) (No Sign Language.)	Taught also by MANUAL SPELLING.	
			(No Sign Language.)	Taught also by SIGN LANGUAGE.
Number of pupils in 7 Canadian schools.	775	225	64	41
Percentage " " " "	100.0%	29.0%	8.3%	5.3%

of pupils.		Summary.			
Taught Speech and Speech-Reading.		Number of pupils taught Speech and Speech-Reading.			
Speech NOT USED as a means of instruction.	Returns UNCLASSIFIED.	Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSIFIED.
535	478	6030	5406	535	89
?	430	430	178	?	252
535	908	6460	5584	535	341

of pupils.		Summary.			
Taught Speech and Speech-Reading.		Percentage of pupils taught Speech and Speech-Reading.			
Speech NOT USED as a means of instruction.	Returns UNCLASSIFIED.	Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSIFIED.
5.7%	5.1%	64.5%	57.8%	5.7%	1.0%
?	36.9 "	36.9%	15.3%	?	21.6%
5.1%	8.7%	61.4%	53.1%	5.1%	3.2%

Percentage of pupils.		Summary.			
Taught Speech and Speech-Reading		Number and Percentage of pupils taught Speech and Speech-Reading.			
Speech NOT USED as a means of instruction.	Returns UNCLASSIFIED.	Total.	Speech USED as a means of instruction.	Speech NOT USED as a means of instruction.	UNCLASSIFIED.
14 1.8%	60 7.7%	404 52.1%	330 42.6%	14 1.8%	60 7.7%

NOTES.

(1) *Little Rock School* (Ark.): Forty-two in the Articulation Department and three teachers.

(2) *Berkeley School* (Cal.): Extract from letter from Dr. Wilkinson, dated June 9, 1899: "I return the blank filled out as requested. I have left out No. 5, though I might have filled it with 96, the same as No. 4. Indeed, the two (4 and 5) are with me alike. As soon as a pupil learns a word it is then used in instruction. Nothing is taught as an accomplishment any more than mathematics is. I confess that I do not value highly statistics of this kind. When I see schools reporting 100 per cent. of pupils as taught speech, and *knowing* as I do that a goodly percentage of them are incapable of learning to speak, it irritates those of us who mean to be honest. I would rather be considered 'behind the times' than to obtain a standing among oralists by false pretenses."

(3) *Oakland School* (Cal.): In a note dated June 21, 1899, Miss Morgan says: "While the pupils in our little school were only two in number the work has been satisfactory, and I have also taught lip-reading to ten adults. I am very happy to tell you that a free oral day-school for deaf children will be opened the first of August in one of our public school buildings, with the consent and approval of the Board of Education of Oakland."

(4) *Hartford School* (Conn.): Queries 1, 170; 2, 12; the rest of the school are taught chiefly by the English language, speech, spelling, and writing—the Eclectic Method. In every class there is more or less of teaching by speech, except those taught by deaf teachers.

(5) *Monroe St. School, Chicago* (Ill.): One pupil has paralysis of lower jaw.

(6) *S. May St. School, Chicago* (Ill.): Queries 1, 73; 2, 0; 3, 0; 4, 73; 5, 73. We use the Combined Method. [Some inconsistency here as the summation of the pupils taught speech (146) exceeds the total number of pupils reported (73).—A. G. B.]

(7) *Jacksonville School* (Ill.): The following letter dated June 17, 1899, has been received from Dr. Gordon:

"I am sorry I cannot answer your questions by simply supplying numbers in the blank form herewith returned. The total number of pupils in the school is 533. Of these 273 are in the manual alphabet department and 260 are in the oral department.

"It is my policy and the policy of this school to make no use whatever of the sign language in giving instruction in the class-rooms in either department, and all communication in that language is under the ban in the school-room. Owing to peculiar conditions I have reason to believe that this regulation is not strictly complied with. Teachers who are familiar with the sign language and who have used it habitually for a great many years forget themselves sometimes and will use the sign language unnecessarily themselves, it may be unconsciously, and they will also allow pupils to use the sign language occasionally.

"The daily chapel exercises are attended by all except the youngest classes of pupils and the sign language is still on sufferance in the chapel exercises. For the above reasons I presume certain educators would hold that all our pupils are taught to a certain extent by the sign language. As a matter of fact the transition of this school from sign language methods to oral and English language methods is going on as rapidly as possible with the agencies at our disposal.

"All the teachers in the oral department, with two or three exceptions, are familiar with the manual alphabet, and no formal restriction has been placed upon the use of finger spelling in the oral department. A few teachers never use finger spelling in the school-room under any circumstances, while others in this department make free use of it in explaining terms and in supplying words not understood in lip-reading. From the above you will see how difficult it is to answer questions Nos. 2, 3, and 4. In answer to question 5, I may say that all the pupils in the manual alphabet department receive some instruction in speech and speech-reading. The number of these pupils is 273. To indicate in a measure the progress of oral instruction in this school, I append the following table :

	1892	1893	1894	1895	1896	1897	1898
Pupils under instruction :							
Under silent methods exclusively	242	295	294	No statistics.	321	233	000
Pupils in oral department...	000	67	68		138	215	260
Manual pupils taught speech	250	113	125		62	83	273
Total	492	475	487		521	531	533

(8) *Indianapolis School (Ind.)*: In answer to query 4, Mr. Johnson says that 91 in oral classes and 42 in kindergarten classes (total 133), are taught by speech and speech-reading, and also in a *limited degree*, by the the sign language and manual alphabet. In further explanation of the speech-work of his school he encloses the following extracts from his Report :

"The assignment to departments and grades of 327 pupils (six temporarily absent) on October 31, will be shown by the following tables :

Kindergarten classes.....	42
Oral classes—	
Primary	84
Intermediate	3
Academic	4
	91
Manual classes—	
Primary	132
Intermediate	41
Academic	20
	193
Special	1
Total	327

THE ORAL DEPARTMENT.

"The Oral Department is divided similarly to the Manual Department, into five primary, two intermediate, and three academic grades, and the same course of study is followed.

"Instruction is given by means of the oral method (speech, speech-reading and writing), the sign language being discarded, except in *limited degree* and during exercises of all kinds in the chapel. The pupils, however, are allowed to mingle freely with those of the manual method classes at all times outside of the class-room, and it goes without saying that they soon become ready and proficient sign-makers.

"Do we use signs and the manual alphabet in the oral classes? *We do.* Conditions confront us, not theories, and the conditions are such that it is deemed expedient to be directed by them until such time as they shall be changed, *i. e.*, until such time as there may be complete separation of the orally and the manually taught.

"We favor the use of the manual alphabet at all times and under all circumstances. Under existing conditions in the Indiana School, the use of natural signs, and a limited use of conventional signs for objects and actions in the class-room, will be beneficial rather than harmful. They will not only not retard, but, on the contrary, will advance the cause of education in and by speech and speech-reading, providing they be judiciously used, varying from much in the beginning classes to little, if any, in the more advanced. And even though the two departments were completely separated, the use of natural signs—gestures of body and limb, and facial expression—in the oral classes would be advocated, for man can no more separate himself from these than he can from his very nature, and their use could produce naught but good. While the signs may render the advancement in speech and speech-reading a little less rapid, this drawback will be offset by the more rapid advancement made in the use of language, and in the greater acquisition of general knowledge during the first years. Thus, a little lost at one end is gained at the other, and results in the greatest good to the greatest number, the object of being of a public school.

"While our classes in the speech and speech-reading method may not be considered pure oral classes by the ultra oralists, they are surely not considered manual classes by the manualists. If the advocates of neither are pleased to claim them, there is no other course than to let them stand by themselves, named and known as the *Indiana Manuoral Classes*, wherein the principal and most highly prized method of giving instruction is the oral method, but which is somewhat qualified by the use of any other method as existing conditions and the exigencies of each class may require. We simply hold to our school's motto: *Any method for good results—all methods, and wedded to none.*

"There is a great proportion of the deaf, mute or semi-mute, deaf or semi-deaf, congenitally so or otherwise, who may not only be taught to speak and to read the speech of others by sight, but who may also be successfully educated by these means, and they certainly should be educated mainly by the oral method. It is not intended by this method to make "elocutionists" of our pupils, but it is intended, in addition to giving them an education, to (1) retain and develop the speech of any who may possess it in any degree; (2) to generate and develop speech in some degree in those who do not possess it; (3) with all to generate and develop the power of speech-reading; and (4) to give special attention to developing and restoring to use any fragmentary part of hearing which may be left a pupil.

THE KINDERGARTEN DEPARTMENT.

"This department was established in September, 1894, with ten pupils, and has been a gratifying success in every way. Two years are given to the work, the advantages of which are particularly noticeable in such schools as ours, and difficult to overestimate. During the first year, the pupils, from six to eight years of age, are taught to correct their faults in sitting, standing, walking, dress, etc.; are instructed in deportment and propriety; are trained in hand-skill, observation, and imagination; are taught writing, the formation of the simplest of sentences and simple numbers in units; are drilled in proper breathing, in the exercise of the vocal organs by the utterance of sound, and in speech-reading by the most natural of methods—constant repetition of spoken words and short sentences. Some attention may also be given to speech, at the discretion of the teacher.

"During the second year, the kindergarten pupils pass into the advanced kindergarten classes and become a part of the oral department. The first year work is carried on and is merged into primary work, but especially is attention given to speech and speech-reading.

"The course of study for the kindergarten embraces the use of building blocks for form study and construction; the use of sticks, peas, and rings for designing; the folding of paper, free cutting of paper figures, and mounting of same on cardboard; color work; color sketching and painting; charcoal drawing; study of solid forms, plain forms, and designing; sewing, weaving, braiding and intertwining; clay modeling, and the use of the sand table."

(9) *Olathe School* (Kan.): Query 2. We have one class of 13 where the teacher claims to use no signs save natural ones, and no manual alphabet at all, instructing by articulation and writing. Pupils have not gotten the manual alphabet except by picking it up outside school—new class.

Kindergarten, 11—orally conducted—no manual alphabet used. Some signs—natural generally, sometimes conventional.

Class one year out of kindergarten, 11. No signs unless cornered for want of understanding. Manual to a limited extent.

Two oral classes of more advanced pupils, 26. Spelling used, signs rarely.

Articulation as an accomplishment, 30.

Total, 30 plus 26 plus 11 plus 11 plus 13 equals 91.

(10) *Portland School* (Me.): Query 1, 75; combined system used; all but 7 are taught speech; speech is used as a means of instruction; manual alphabet also used, and signs in explanation when necessary.

(11) *Hollins St. School, Baltimore* (Md.): We have never employed sign language or manual alphabet.

(12) *Beverly School* (Mass.): Queries 1, 28; 2, 0; 3, 0; 4, 16; 5, 16. [Some inconsistency here as the summation of pupils taught speech (32) exceeds the total number of pupils reported 28). The total number reported in the *Annals* as taught speech is 19. I presume that the present returns indicate 16 in all as taught speech.—A. G. B.]

(13) *N. Detroit School* (Mich.): Queries 1, 43; 2, 0; 3, 0; 4, 43; 5, 0. [As the school is well-known to be an oral school I have transposed the answers to Queries 2 and 4—treating the returns as accidentally erroneous.—A. G. B.]

(14) *Boulder School* (Mont.): The 6 pupils returned in answer to Query 4, are taught by the sign language only "to a very limited extent." In further explanation of the general educational methods of the school,

Mr. Tillinghast says: "Signs are used for purposes of explanation to primary pupils and in lectures, but manual spelling is required to the utmost extent of the pupil's ability, and used almost exclusively with advanced pupils."

(15) *Santa Fe School* (N. M.): In a note dated June 9, 1899, Mr. Lars M. Larson, "Teacher of Navajo Indian deaf-mutes, and Superintendent of the New Mexico School for the Deaf," says: "Two years ago the deaf school, in behalf of the Territory, was entirely closed by the Committee in charge of this Institution, to open no more for one year and a half, for lack of available appropriations."

"Late in the fall of last year the school was reopened with a little fund for its five months' support, and no articulation work could be taken up for the insufficiency of the fund. It will be taken up when more financial means come in the near future."

"The department for the education of the blind here was discontinued by the action of the last Legislature, and no more blind children will be admitted here. There is now no school for their benefit in this Territory. We are now having a new law which will do much good to this school soon. I believe that it will be re-opened this Fall. We have a new Board of five Trustees (3 men and 2 women) managing this school."

(16) *Fordham School* (N. Y.): Queries 1, 371; 2, not any; 3, all, 371, signs are strictly forbidden in class; 4, 50, taught by speech and speech-reading; 5, not any. [There is some inconsistency in the answer to Query 4, as "all, 371," are returned in answer to Query 3.—A. G. B.]

(17) *Washington Heights School* (N. Y.): There are 12 classes—132 pupils—called "Oral Classes," in which speech is the means employed—but of course there is a familiarity with the manual alphabet, and it would be used as a last resort in making corrections. Recitations are oral and all is done in the speech line that is possible to the pupil.

(18) *Rome School* (N. Y.): Queries 1, 145; 2, 0; 3, 0; 4, 40; 5, 40. [In answer to Query 4, forty pupils are returned, but the word "by" has been cut out of the question, indicating that these pupils—though taught speech and speech-reading—were not taught by speech and speech-reading, etc. This means that they should have been returned in answer to Query 5, instead of Query 4. As 40 pupils are returned in answer to Query 5, it is possible that these may be the same pupils. If not, then 80 pupils should be credited as taught speech and speech-reading instead of 40. The number returned in the January *Annals* from this school was 60. See *Annals*, January, 1899, page 57, Column A.—A. G. B.]

(19) *E. Sixth St. School, Cincinnati* (Ohio): In a note dated June 22, 1899, Sister M. of the Sacred Heart says: "I enclose a list of words, pronounced very distinctly by a congenital deaf child, nine years of age. He has been taking lessons in articulation a year and a half. Another congenital deaf boy, eight years old, pronounces all of these words also. A little boy, who came to us this year, has learned one hundred and twenty words, and pronounces them pretty well. This child lost his hearing when about two years old. The little boy who spoke for you last year will be in the Second Reader, and will study Bible History and Geography by speech next year. He is backward in colloquial language, not having any brothers or sisters to talk to him at home. He understands what he reads better than some children many years older. I do not know if you remember the girl who interested you at map questions. I have recommenced giving her articulation lessons, and find that she does much better than before. She is a congenital deaf child, and is a sister of the little boy

who speaks the words contained in the list enclosed. All our articulation pupils, with one exception, give us satisfaction. I fear these particulars will not reach you in time to be of use in your address, but I am sure you will be glad to know that articulation is considered of much importance in our school."

(20) *Columbus School* (Ohio): All of our oral children can spell and sign, but they are not taught in school.

(21) *Salem School* (Oregon): Queries 1, 58 ; 2, 0 ; 3, 0 ; 4, 7, semi-mutes ; 5, 0. Constant effort is to encourage all who have speech, or who can acquire it, to use it. In a note dated June 9, 1899, Mr. Knight adds : "I wish to say to you in connection with answers to your questions herewith returned, that though we have been asking for it for years, no definite oral work is done in this school, for the simple reason that we have been denied the means with which to do it."

(22) *Belmont Ave. School, Philadelphia* (Penna.): The ten additional pupils, appropriated for by the Legislature, will enter June 20th, so that by the time you deliver your address, the total number will be 60.

(23) *Mt. Airy School, Philadelphia* (Penna.): Sixty-eight pupils are taught by the manual alphabet and writing. No signs.

(24) *Cedar Spring School* (S. C.): 29 of above total of 102, are in our department for colored children, and we have not, as yet, employed an oral teacher in that work.

(25) *Austin School* (for whites), (Texas): The 90 pupils returned in answer to Query 4, are taught by the sign language and manual alphabet "to a limited extent."

(26) *Vancouver School* (Wash.): One year ago the Board of Trustees of this school refused to pay the salary of a special teacher of articulation, therefore there were no classes formed in that branch of instruction. Each teacher was required to keep up the speech of such pupils as could articulate, as far as possible, in the regular daily instruction of the class. I am pleased to say that the Board of Trustees has, at my urgent request, permitted me to employ a special teacher of articulation next term.

(27) *Delavan School* (Wis.): Queries 1, 193 ; 2, 96 plus 11 equals 107 ; 3, 0 ; 4, 0 ; 5, 0. In a note dated June 6, 1899, Mr. Swiler adds : "As per your request, I herewith enclose answers to your questions ; and in explanation thereof, might say that 10 of the 16 classes of the school are oral, that is the instruction is carried on without signs or spelling, with the exception of one class of 11 members, in which the teacher sometimes uses a sign or spelling to make her meaning clear."

(28) *Belleville School, Ontario* (Can.): Queries 1, 263 ; 2, 0 ; 3, 0 ; 4....60 }
5....60 } . In response to an inquiry as to whether the number of pupils taught speech numbered 120, or 60 (as might, perhaps, be indicated by the bracketing together of the answers to Queries 4 and 5, Mr. Mathison says (June 12, 1899): "The enclosed arrangement of our articulation classes will give you the information asked for. The work is designed as a means of instruction as well as improvement in speech :"

ARRANGEMENT OF ARTICULATION CLASSES.

Articulation Classes, 1898-9.—Miss Jack, Teacher.

Class 1—9.00 to 9.45 a. m. 6 pupils.—Vowels and consonants. Names of common things. A few simple actions and sentences. Numbers to 19.

- Class 2—1.30 to 2.15 p. m. 5 pupils.—Drill on vowels and consonants. Names of persons. Simple actions and questions. Numbers to 100.
- Class 3—9.45 to 10.30 a. m. 5 pupils.—Drill on vowels, etc., continued. Rhymes. Questions. Numbers to 1000.
- Class 4—10.30 to 11.15 a. m. 5 pupils.—Drill continued. Geographical definitions. Questions. Numbers to 1000. The Lord's Prayer.
- Class 5—11.15 to 12.00 noon. 4 pupils.—Cities and towns of Ontario. Golden texts. Simple stories and questions.
- Class 6—2.15 to 3.00 p. m. 5 pupils.—Marking words diacritically. Golden texts. Stories. Conversation. Questions.

Articulation Classes, 1898-9—Miss Gibson, Teacher.

- Class 1—9.00 to 9.45 a. m. 6 pupils.—Elements of English sounds, singly and in combination. Names of common things. A few simple sentences. Numbers to 50.
- Class 2—1.30 to 2.15 p. m. 5 pupils.—Drill on vowels and consonants. Names of persons. Names of numbers to 100. Actions and a few simple questions.
- Class 3—9.45 to 10.30 a. m. 4 pupils.—Drill on vowels and consonants. Numbers to 1000. A few simple rhymes.
- Class 4—10.30 to 11.15 a. m. 4 pupils.—Drill on vowels and consonants. Short stories. Questions and conversation.
- Class 5—11.15 to 12.00 noon. 6 pupils.—Drill continued. Cities and towns of Ontario. Golden texts. Questions and conversation.
- Class 6—2.15 to 3.00 p. m. 5 pupils.—Selected stories. Conversation.

RECAPITULATION

Miss Jack's classes	30 pupils
Miss Gibson's classes	30 pupils

Total taught speech 60 pupils

(29) *Perri St. School, Montreal* (Can.). *Queries* 1, 153; 2, 95—the others are taught by writing and the manual alphabet—natural signs are occasionally allowed: 3, 0; 4, 0; 5, 0. In a note dated June 7, 1899, Sister Philippe de Jesus adds: "Each year we notice that the number of pupils following the oral method increases, whilst that of the manual decreases."

(30) *Mile End School, Montreal* (Can.). *Queries* 1, 114; 2, 66; 3, 0; 4, 0; 5, 0; 6, number taught by writing, sign language, and the manual alphabet, 48.

**THE NATIONAL EDUCATIONAL ASSOCIATION
MEETING—PROCEEDINGS OF
DEPARTMENT XVI.**

On Wednesday afternoon, July twelfth, at 2:30 o'clock, Department XVI, of the N. E. A. (the department devoted to the instruction of the deaf), met in Broadway Church, Los Angeles, California.

Those present were mostly from California, although southern, central and eastern schools had representatives in attendance.

The meeting was called to order by Mrs. Katherine F. Bingham of Palo Alto, California, both the President, Dr. Joseph C. Gordon, and the Vice-President, Mrs. Jennie B. Holden, being absent.

Dr. David Starr Jordan, President of the Leland Stanford Jr. University, was the first speaker. His topic was, "The affiliation between the defective and normal people." Prof. J. R. Dobbins, Superintendent of the Mississippi Institution, interpreted for the deaf present.

Dr. Jordan spoke of his first meeting with Mrs. Alexander Graham Bell. He was surprised after conversing with her to discover that she was a deaf woman, as she had no difficulty in following his remarks. He spoke of Mrs. Bingham's deaf boys, who are being educated in schools for the hearing. He emphasized the great importance of articulation and lip-reading for the deaf. He described a visit to the California Institution at Berkeley, and spoke of how he was forced to feel his insignificance in seeing how little there was in a man's speech as it all might be represented in a few gestures.

Excellent papers followed by Prof. Charles Strong Perry of the California Institution, on "Time allowed for the Public Schooling of the Deaf as compared with Hearing Children, and how to make the most of it;" by Mrs. Katharine T. Bingham of

Palo Alto, Cal., on "All along the Line;" and by Miss Helen Taylor of the Los Angeles Day School for the Deaf, on "Importance of a Right Beginning." As these papers will be published in future issues of *THE REVIEW* a synopsis of them need not be given.

Prof. Cubberly of Leland Stanford Jr. University, and Miss Laura D. Fowler, principal of the San Francisco Normal School, who were on the program, being absent, the next speaker was Mr. Albert G. Lane, District Superintendent of Chicago. He said the education of the deaf had interested him for many years, as in his early career as principal of a school, he had one deaf pupil and one blind pupil. The deaf girl had a small per cent. of hearing. She was especially alert and was able to keep her place in the class.

Prof. Lane expressed himself as convinced that the suggestions given in Mrs. Bingham's paper, if followed, would in time make the deaf equal to the normal child. He was glad to speak of the interest taken in the instruction of the deaf by outside teachers brought about by the public day schools in Chicago.

Miss McCowen, principal of the Chicago Public Day Schools for the Deaf, spoke upon "General Work of the Vacation Schools." The movement started in New York city in order to give the child of the slums the proper environment. It was next taken up in Philadelphia, and later in Chicago. The result was a thirty per cent. decrease in juvenile crime in districts where the vacation schools were in operation. These results caught the mother's eye and money was given to increase the work.

Miss McCowen tried to interest mothers of the deaf to work for vacation schools. At first her efforts failed, but at last she aroused them, and this summer she induced the Mothers' Club to let her take the deaf children to the country instead of to the slum vacation schools. Miss McCowen next spoke of the work done by the Mothers' Club. The mothers are now able to teach their deaf children the home language which is so difficult to teach in the school.

Prof. Wilkinson spoke in disfavor of the oral day schools. He quoted Prof. Bell's article upon the Rochester School, proving

that the oral method is inadequate. He then quoted the famous California resolution adopted by the Convention of 1886 : "*Resolved*, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips, and that such efforts should be abandoned only when it is plainly evident that the measure of success obtained does not justify the necessary amount of labor," contending that combined schools were fulfilling the letter of the resolution. He said the American system was the combined system.

He spoke of the Rochester school as a spelling school. There, speech was taught only to a limited degree. He said the Chicago day schools were an outgrowth of the congested condition of the State school ; that the Wisconsin day schools existed because, rather than build a new institution to meet the requirements, the state preferred to have the day schools, and through the assistance of Prof. Bell, a law was pushed through the legislature for their support. He said that the natural drift was from a day school to an institution. He quoted from an old letter of Dr. Crouter to the effect that day schools were unsatisfactory. From Dr. Westervelt, he got the statement that pupils who went home at the end of the week failed to keep up with their classes. He quoted from Mr. Jones of the Ohio Institution: "Had we been able to say that our Institution could take all pupils, I would have opposed the law establishing day schools."

Prof. Wilkinson said it was only a question of time when the Chicago day schools would pass into an institution ; that they were falling off in number of pupils.

Dr. Waddell, the father of two deaf children formerly in Miss McCowen's school and now attending the Los Angeles day school, spoke feelingly in support of day schools and of oralism.

Mr. O'Donnell of the California Institution, who had taught for twenty-five years under both manual and oral methods in day schools and in institutions, both in Great Britain and in this country, and who was the father of a "dumb child," disagreed warmly with Dr. Waddell and sided with Prof. Wilkinson.

Miss McCowen replied to Prof. Wilkinson on the subject of the Chicago day schools, giving statistics to prove that greater

results with less expenditure of money were to be obtained from day schools than from institutions where the combined method was used. She said that institutions educated the parent to want help ; that instead of the day schools falling off in numbers, that in the last three years the number of pupils in the Chicago schools had grown from forty-four to one hundred and sixty-two, and the schools from four to eleven.

J. A. Foshay, City Superintendent of Los Angeles, spoke in glowing terms of the work done in the Los Angeles Day School, and the help the teachers of the hearing had gotten by visiting this little school and studying the methods in use there.

Miss West, of the Pennsylvania Institution, outlined the growth in oralism that had taken place in that institution since she had been connected with it.

Mrs. Bingham having been called "an outsider" by one of the speakers objected and proved that she had been just as actively engaged in instructing the deaf as any present.

After a most warm discussion of the relative merits of day schools and institutions, the session adjourned at 5:30 o'clock with a call for a business meeting on the following afternoon to be held after the session of the Department of the Blind.

Owing to a misunderstanding as to the hour, but a small number of the delegates reached the meeting in time to vote. The election of officers for the coming year resulted as follows : Dr. Warring Wilkinson of California, President ; Miss Mary McCowen of Chicago, Vice-President for the Deaf ; Dr. E. E. Allen of Philadelphia, Vice-President for the Blind ; Dr. A. C. Rogers, Faribault, Minn., Vice-President for the Feeble-minded ; and Dr. E. A. Fay of Washington, Secretary and Treasurer.

On the following evening, a banquet was given to the delegates by the Parents' Association of Los Angeles. Toasts were responded to by Prof. Wilkinson, Mrs. Bingham, Miss McCowen, Superintendent Foshay, a deaf gentleman educated in Holland and now residing in Los Angeles, and Miss West.

EMMA F. WEST.

CONFERENCE OF THE BRITISH NATIONAL ASSOCIATION OF TEACHERS OF THE DEAF.

The conference of the British National Association of Teachers of the Deaf was held at the Royal Institution, Derby, England, on Wednesday, Thursday, and Friday, August 2, 3, and 4, 1899, Walter Evans, Esq., M. A. J. P., presiding.

A large number of teachers from England, Ireland, and Scotland were present, and the conference was not only a great success from a professional point of view, but was also a social treat to those who had the good fortune of being present. Interesting and able papers were read and discussed covering the whole field of the education of the deaf.

The conference was kept free from any discussion of the relative merits of methods of instruction, and unanimity of opinion prevailed as to the importance of the teaching of language without respect to the means employed.

One of the most important and valuable papers contributed was that of Mr. John Beattie, of the Belfast Institution, Ireland, on the education of the deaf child during the first three years, and which won for him the Braidwood gold medal among a large number of competitors.

An invitation had been extended to all teachers of the deaf, irrespective of nationality or method, and it is to be regretted that more representatives of the American schools were not present, as the conference was both professionally and socially one of the finest ever held in England.

The program arranged by Dr. Rowe, Headmaster of the Derby Institution, is replete with useful information, and one of the most artistic productions of the kind that has yet appeared in connection with conferences of the deaf.

J. FEARON,
Institution for the Deaf, Halifax, N. S.

EDITORIAL.

Salutatory.

One of the chief objects leading to the establishment of a magazine by the Association to Promote the Teaching of Speech to the Deaf was to afford a means for the early and convenient publication of the proceedings of its Summer Meetings. This, the initial number, is accordingly largely made up of lectures, addresses, and papers given before the last Summer Meeting held at Northampton ; and following numbers, to a less extent, will likewise be made up of papers and proceeding of this meeting until they all shall have been placed in the hands of the members.

Of necessity this postpones for a time the carrying out of other plans, and principally that looking to the arrangement of the magazine in departments. Little more needs be said here on this point than that in due time departments will be established, each with its special subject and filled with matter specially appropriate to it.

The mission of the magazine will be indential with that of the Association of which it is, from this time forward, to be the principal publication, namely, to promote in every way possible the teaching of speech to the deaf. In fulfillment of this mission it will devote its pages to the work of creating speech-teaching sentiment, and propogating it, wherever it may not at present exist, and of providing reinforcement and encouragement and aids to the work where it already prevails, to the end that every deaf child in our schools, and coming to our schools in future, may have the largest opportunity possible to learn to speak and to learn to read speech upon the lips. The mission of the magazine will of course go farther than this, for it will urge at all times and in all places, as the thing of paramount importance, the giving to every deaf child—regardless of the speech, much or little, good or poor, that he may be able to acquire—of an educa-

tion, an education mental and moral, the broadest, the completest, the best that he may in any instance have capacity to receive.

This brief statement of mission or policy is made with those persons especially in mind to whom this issue is sent who are not members of the Association and who in consequence may be unacquainted with its purposes and aims. To them, and to all others, it may be said further, *THE ASSOCIATION REVIEW* is a publication of the Association and as such is sent free to all members.

**The Sixth
Summer Meeting.**

The Sixth Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf was held at Clarke School for the Deaf, Northampton, Mass., June 22-28, 1899. In many if not all respects it was the most successful meeting the Association has yet held.

The attendance was large, the registry showing over three hundred and fifty present of whom nearly two hundred were members of the Association. The attendance included representatives from thirty-two schools in twenty-seven states and provinces. Some of the largest delegations came from distant states, Illinois sending fourteen, Indiana eight, and Nova Scotia six. Utah and Colorado were represented by one delegate each, and South Dakota by two. The spirit of interest and sacrifice shown by these teachers coming long distances at heavy expense was typical of the general spirit of interest and earnestness of all in their daily attendance upon the sessions.

The arrangements for the entertainment and comfort of the members were well-planned and admirably executed. Northampton is a college town and as it was the vacation period, boarding accommodations were ample and uniformly excellent. A disadvantage this plan of entertainment possesses is that it somewhat curtails the social privileges and enjoyments of a meeting, but the advantages that it possesses, and it possesses several, over the Institution or hotel plan of entertainment, more than balance this one disadvantage and make it a plan to be preferred.

The program covered six days of actual work, and in this respect it was a decided improvement over former programs covering longer periods. The practice school, occupying the first morning period daily, was unique in that it was real school, the Northampton school itself, as represented in six of its regular classes retained to present the methods of the school to this meeting. The children were in their regular school-rooms in the hands of their regular teachers, and the work done was every-day school-work conducted by the methods that this school employs. To the working teacher this feature of the program, this showing of real school-work, was of especial value, for it gave actual demonstration of efficacy of methods used through immediate results brought forth. The Northampton school has already in its own success done a great work for the cause of the education of the deaf by speech methods; this meeting will undoubtedly broaden its influence and strengthen it, and mainly through the practical work presented at these morning school-room sessions. It is a professional education to spend a season at Northampton at any time during the school term, and there can be little doubt of the benefits derived by the two hundred and more teachers in the short season they were privileged to study the work and imbibe of its spirit at this meeting.

Another excellent feature of the program was the presence upon it of speakers and lecturers prominent in the educational field outside our own special work. The addresses of Prof. Tyler of Amherst College, of Prof. Clark of Harvard College, of Superintendent Balliet of the Springfield Schools, and of Prof. Boyden of the Bridgewater Normal School were along the most advanced and progressive educational lines and they could not have other than an effect to awaken all who heard them to larger possibilities in their own work. The papers relating in their matter more directly to speech teaching and educating by speech methods, were by practical and successful teachers, and they were all filled with suggestive, helpful thought that will bear fruit in many schools in the coming years.

The delivery of the paper upon "University Experiences," by Mr. A. Lincoln Fechheimer, was perhaps the most notable

event of the meeting. Mr. Fechheimer was born totally deaf and came before the meeting a university graduate. In his career he has successively passed through Clarke School for the Deaf at Northampton, the High School of his native city, Cincinnati, and, finally, Columbia University, New York City, winning at the latter institution the degree A. B. Though Mr. Fechheimer has never experienced the sensation of sound, his address was delivered in a pleasant voice and with a plainness of utterance that made it possible for every person present to follow him with interest. The writer sat some distance in the rear of the speaker and slightly to one side, and there were few words spoken that were not understood, and at no time was the thought entirely lost. The address in its delivery and its subject matter produced a profound impression even upon educators of long experience in work with the deaf. Mr. Fechheimer in college gave special attention to architecture and it is understood he intends to make this his profession. The address just as it was spoken is given elsewhere in this issue.

The lecture by Dr. Clarence J. Blake of Boston, upon "Habitual Hearing," resulted in the passage of a resolution inviting the co-operation of the American Otological Society in securing systematic examination by aurists of the pupils in schools for the deaf. This resolution has since borne fruit in action by the Otological Society at its recent meeting in New London. A committee of one was appointed by the Society in the person of Dr. Blake, with full power to act to carry out the purpose of the resolution. We may now expect through this action competent aurists to enter upon the examination of the deaf children at least in the larger schools situated in or near large cities. Their reports compiled and published will be of especial value to physicians, as also to those in charge of the schools and directly responsible for the physical health or condition of the children.

The deaf-blind girl, Linnie Haguewood, was present at all the sessions and seemed to enjoy the proceedings as her teacher or some kind friend interpreted them to her by means of the manual alphabet in the hand. Miss Donald gave an interesting account of Linnie's life and of her own experiences in teaching her.

Prof. E. H. Currier of the New York Institution, gratified a large number who wished to see it, by giving afternoon exhibitions of the akoulallion. The tests made were hardly conclusive of anything definite, nor were they expected to be. It will take prolonged trial in a school with selected cases to demonstrate if the machine possesses practical value. Such a trial it is understood Prof. Currier is now giving in his own school.

The afternoons were given over generally to excursions to near by points of interest, principal of which were Smith College, Mt. Holyoke College, Amherst, Hadley, Deerfield, Mt. Holyoke, and Mt. Tom. The evenings were well occupied in their turn by a reception, a reading by George W. Cable, Dr. Blake's lecture, an illustrated lecture on Japan by Dr. Bell, and a musical entertainment at which pleasing renditions were given by Mrs. Z. F. Westervelt and Misses Grace Dustan, Elizabeth Fay, and Gertrude Grossman.

One of the most noticeable features of this meeting was the presence of an unusual number of the educated deaf. Most of them were graduates of Clarke School and they undoubtedly made this meeting their opportunity for a visit to their *alma mater*. They all spoke and read speech of course, and to an extent that they were often the principal talkers in social groups.

To Miss Yale, the efficient Principal of Clarke School, much credit is due for the success of this meeting. With the assistance of her devoted co-workers, there was little left undone by her that could in any way contribute either to the profit or the pleasure of her guests. The Northampton meeting will long be remembered.

PROGRAM.

Thursday, June 22, 10:30 A. M.—Opening Session—Prayer : Rev. Henry T. Rose. Addresses of welcome: Hon. F. B. Sanborn, Vice-President Corporation of Clarke School; J. H. Carfrey, Superintendent of Public Schools, Northampton; L. Clark Seelye, President of Smith College, Northampton. Responses : Dr. Alexander Graham Bell, President of the Association; Mr. R. Mathison, Superintendent of the Ontario Institution ; Miss Harriet B. Rogers, first Principal of Clarke School. Address of the President, Alexander Graham Bell.

Afternoon—Excursions.

Evening—Reception.

Friday, June 23, 9:30 A. M.—School-room Work. (Two classes of each department of the school were retained to present school work—the primary work in Dudley Hall, the intermediate work in Baker Hall, the more advanced work in Clarke Hall. An outline of this work for the several days is given at the end of this program.)

11:00 A. M. to 1:00 P. M.—Lectures and papers: "The Teacher and the State," Prof. John M. Tyler, Amherst College; "University Experiences," A. Lincoln Fechheimer, Cincinnati, Ohio; "Kindergarten Work in Schools for the Deaf," Edward C. Rider, Superintendent of the Northern New York Institution; "Pictures, and How to use Them," Florence C. McDowell, Principal of the Primary Department Pennsylvania Institution; "Pictures in the School-room," Margaret J. Stevenson, Teacher in the Illinois Institution.

Afternoon—Excursions.

Evening—Reading by Mr. George W. Cable.

Saturday, June 24, 9:30 A. M.—School-room Work. (See outline below.)

11:00 A. M. to 1:00 P. M.—Lectures and papers: "Laws of Pedagogy," Prof. Wm. A. Clark, Harvard College; "The Reinforcements of Speech by Writing," Mabel Ellery Adams, Teacher in the Horace Mann School for the Deaf, Boston; "The Relation of Language to Mental Development and of Speech to Language Teaching," S. G. Davidson, Teacher in the Pennsylvania Institution.

Afternoon—Excursions.

Evening—Lecture: "Habitual Hearing," Dr. Clarence J. Blake, Boston.

Sunday Evening—Memorial Meeting—Report of Committee on Necrology. Music—Hymns.

Monday, June 26, 9:30 A. M.—School-room Work. (See outline below.)

11:00 A. M. to 1:00 P. M.—Lectures and papers: "Some Recent Phases of Educational Thought," Thomas M. Balliet, Superintendent of Schools, Springfield, Mass., "Memory in Education," Weston Jenkins, Principal of the New Jersey Institution; "Rhythm as an Aid in Voice-Training," Sarah A. Jordan, Teacher in the Horace Mann School, Boston; "The Walls of our School-Rooms," Cora R. Price, Teacher in the Pennsylvania Institution; "The Association Magazine," F. W. Booth, Principal of the Intermediate Department Pennsylvania Institution.

Afternoon—Exhibition of the Akoulallion, by Prof. E. H. Currier, Principal of the New York Institution. Excursions.

Evening—Illustrated Lecture on Japan: Dr. Alexander Graham Bell.

Tuesday, June 27, 9:30 A. M.—School-room Work. (See outline below.)

11:00 A. M. to 1:00 P. M.—Lectures and papers: "Nature Study and Elementary Science," Prof. Arthur C. Boyden, Vice-President of the Normal School, Bridgewater, Mass.; "What shall we do with our Feeble-Minded Children?" Dr. A. L. E. Crouter, Superintendent of the Pennsylvania Institution; "Voice-Culture," Anna C. Allen, Principal of the Oral Department of the Missouri School; "How to

Correct Defective Articulation," Ella Scott, Principal of the Mystic Oral School for the Deaf.

Afternoon—Excursions.

Evening—Business Meeting. Musical Entertainment.

Wednesday, June 28, 9:30 A. M.—School-room Work. (See outline below.)

11:00 A. M. to 1:00 P. M.—Lectures and papers: "Physical Training and Games," Prof. Hartvig Nissen, Director of Physical Training, Boston Public Schools. (On account of sickness in the family of Prof. Nissen, this lecture was not delivered.) "A Few Books," Katharine Fletcher; "The Education of Linnie Hagewood," Dora Donald. Closing Exercises—Resolutions. Benediction, Rev. Wm. D. Bridge. Adjournment.

The following is an outline of the school-room work as it was presented daily (see program above) from 9:30 to 10:50 A. M. during the several days of the meeting :

PRIMARY DEPARTMENT—*Dudley Hall.*

Entering Class.—(Younger grade, Miss Leonard ; older grade, Miss Grosvenor.)

Sense Training.

Speech-reading : Names of objects and commands.

Elementary sounds and combinations.

Writing words from objects or pictures, and from spoken words.

Reading words and sentences from both script and print.

Verbs "to be" and "to have."

Time work.

Action work.

Pronouns.

Questions.

Journals.

Letters.

INTERMEDIATE DEPARTMENT—*Baker Hall.*

Third Grade (three years in school).—(Miss Field taught this class in numbers ; Miss Gawith took charge of the class in other recitations, Miss Baker, the regular teacher of the class, being absent).

Chart story.

Geography.

Lessons in English.

Verb work.

Ask, say, tell.

Sunday-school work.

Numbers, (first year in number work) : 1 to 10—add, subtract, multiply, divide ; problems under the same ; 10 to 100—add, subtract, multiply, divide, by tens only ; 100 to 900—add, subtract, multiply, divide, by hundreds only : notation and numeration to 900 ; addition, with "carrying."

Fifth Grade.—(Miss Gawith).

Articulation.

Geography.

Verb work.

Principles in Language.

Parts of speech.

Questions on early American History.

Original Language.

Numbers.—(Miss Field). Notation and numeration ; notation of money and "making change ;" "more and less ;" addition, subtraction, multiplication, and division, and practical problems involving these processes ; fractional parts ; mental problems in long, liquid, dry, and time measures.

GRAMMAR DEPARTMENT—*Clarke Hall.*

Third Class.

Speech work. (Miss Witter). Reading of selections both familiar and unfamiliar in prose and poetry, attention being given to correction of errors in speech, to phrasing, and to emphasis; drill on special words and phrases; marking elementary sounds in words—vowel and consonant; making lists of words with certain specific endings; drill in accent.

Arithmetic.—(Miss Everett). On successive days the following subjects were taken up and a variety of problems given under each : Weights and measures ; common fractions : decimal fractions ; percentage ; interest ; bills.

Second Class.—(Miss Fletcher.)

English History. Period beginning with the Tudors and coming down to the present time.

Current Events.—Some of the topics discussed were : Leading Newspapers of this part of the country; their Editors, and the stand taken by each paper on the great questions of the day: the War in the Philippines; the Peace Conference; the Disintegration of China; Russian policy in Finland; the Dreyfus case; Lynch Law in the southern states; Strikes; Liquid Air; Wireless Telegraphy; Modern Authors; etc.; etc.

Artists and works of Art : I. Architecture. The lessons given were the first of a series which it is proposed to give this class on the world's masterpieces of architecture, sculpture, and painting.

In each department school materials were so arranged as to be easily accessible to persons desiring to examine them.

Two Italian

Publications.

The President of the A. A. P. T. S. D. would have the editor acknowledge the recent receipt of two publications from Dott. D. Silvio Monaci, Director of the National Institution for the Deaf in Genoa, one of which is the Annual Report of this Institution for 1898, issued in a quarto of 24 pages, embracing statement of accounts, list of officers, teachers and pupils. Mention is also made of distinguished visitors, among the number Mrs. Thurston Holland, H. M., Inspector of Oral Schools in Great Britain, who appears to have been favorably impressed with the work of the Genoa School.

The second publication consists of a reprint from the *Journal of the Society of Letters and Science*, giving an account of the achievements of the Genevese in the education of the deaf, more especially of Father Assarotti, the founder of the National Institution (1801), of the Abbe Boselli and Father Tommaso Pendola, whose portraits are given. Mention is made also of other earnest co-workers.

**Helen Keller's
Examinations.**

The recent completion by Helen Keller of her course of preparation for college, and the passing with high credit of all her examinations, mark another forward step in the career of this remarkable girl. The world's history does not contain a case similar to it, nor equal to it. Blind and deaf from infancy, and hence with only the senses of smell, taste, and touch as avenues to her mind, she has by her own indomitable will and her love for learning, aided by intelligent, skillful, and well-directed teaching, covered a complete course of primary and advanced instruction with a degree of success that finds her now at the threshold of a regular college course. She enters Radcliffe College, the women's annex to Harvard, at the opening of the present term, to take up the most difficult task perhaps that she has as yet undertaken. That her career will be watched with the closest interest and with the most generous wishes for her success, by all who know her or who know of her, needs scarcely to be said.

For the benefit of those who may not be familiar with them, we give below a review of the principal events making up Helen's life-history. It was furnished us by a life-long friend of Helen, and, though written as notes for our use in another way, we will give it substantially as it came to us :

"Helen Adams Keller, daughter of Arthur H. and Kate (Adams) Keller, was born June 27, 1880, in Tuscumbia, Alabama, possessed of all the faculties and senses of a healthy child.

"At the age of nineteen months, (March, 1882), when learning to walk, and fast learning to talk, she was attacked by violent congestion of the stomach, which eventually resulted in the total loss of sight and hearing. After vainly endeavoring to effect

their restoration, her parents, in 1886, applied to Director Anagnos of the Perkins Institute for the Blind, South Boston, and a graduate of that institution, Miss Annie M. Sullivan, was sent on to Alabama, and became Helen's teacher, March 2, 1887. Private instruction at home was continued for a time, when Helen was taken to Boston and entered the Perkins Institute, May 26, 1888, where she continued her studies under the supervision of her special teacher, Miss Sullivan. June following (1888), Helen accompanied by her mother, Dr. Anagnos, and Miss Sullivan, paid a visit to the Horace Mann School. Already then Miss Fuller, owing to Helen's ready use of English, which she had learned largely through the use of the manual alphabet in the hand, thought she could be taught to speak, but not until two years later, March 26, 1890, did she and her teacher, Miss Sullivan call at the Horace Mann School and plead that she be taught to speak, when Miss Fuller undertook the task.

"Her connection with the Perkins Institute closed in 1892. A season was then devoted to private instruction in Latin, etc., under the Rev. Dr. Irons, near Pittsburg, Pa., followed in 1894 by entering the Wright-Humason School, New York, where she continued two terms. In September, 1896, Miss Keller entered Gilman's Cambridge School, as a candidate for college preparation, and successfully passed the Harvard preparatory examination, June 29-July 2, 1897. At the close of the year she was withdrawn from the school and repaired to Wrentham, Mass., later on removing to Boston, where, under the private tuition of Prof. Merton S. Keith, assisted by Miss Sullivan, she continued her studies up to the 29-30th of June, 1899, when she presented herself for the final Harvard examination, which proved successful and entitled her to enter Radcliffe College, October, 1899.

"This in brief is Miss Keller's record. Her father, Captain Keller died in 1896. Her mother, step-brother, a sister born in 1886, and a brother born in 1891, are living and reside upon the home place in Tusculum, Alabama."

To complete the record, or to make it fuller in the part that is at this time of most absorbing interest, we reproduce the following article from a recent issue of the *Boston Transcript*:

Miss Helen Keller, having completed, under the tutorship of Mr. Merton S. Keith, her preparation for college in three years instead of in the four which had been assigned by some of her friends for the purpose, went to Cambridge in June last to take the regular entrance examinations for Radcliffe. She had successfully given the usual subjects at the preliminary examination, two

years ago, and these remained for this entrance examination : Geometry, Algebra, elementary Greek, advanced Greek, and advanced Latin.

It is quite certain that no person ever took a college examination with so heavy a handicap—we may say with so many kinds of a handicap—as Helen Keller's on this occasion. As all the world knows, she could not see the examination papers nor hear the voice of an examiner. The natural method of communicating the questions to her would have been to make use of the fingers of her old-time "teacher" and interpreter, Miss Sullivan. Miss Sullivan does not know Greek or Latin or the higher mathematics, and while she is able to serve Helen by communicating to her printed Greek and Latin letter by letter, she could not, even if she had been so disposed, have given her the slightest assistance in answering the examination questions. But it was deemed best by all concerned to avoid even the remotest suggestion or possibility of assistance. A gentleman was found—Mr. Vining of the Perkins Institution, who had never met Helen Keller and who was quite unknown to her and unable to speak to her—who could take the examination papers as fast as they were presented and write them out in Braille characters, the system of writing in punctured points now much used by the blind. The questions, thus transcribed by him, were put into Helen's hands in the examination room, in the presence of a proctor who could not communicate with her, and she wrote out her answers on the typewriter.

Here, however, came in one of the additional points of Helen's handicap. There are two systems of Braille writing—the English and the American. There are marked differences between them—very much such differences as those between the two principal systems of shorthand writing. Helen Keller has been accustomed to the English system, in which nearly all the books which have been put into Braille are printed. As the arrangement with Mr. Vining was completed but a day or two before, and as it was not known to her that he did not write the English Braille, it was impossible to make any other arrangement. She had to puzzle out the unfamiliar method of writing, much as a writer of the Pitman stenography might use his sense of logic and general intelligence by a *tour de force*, to enable him to read the Graham shorthand ; and this labor was added to the other labor of Helen Keller's examination. To add to her difficulties, her Swiss watch, made for the blind, had been forgotten at home, and there was no one at hand, on either of the days of the examination, to give her the time. She worked in the dark with regard to the

time which remained to her as she went along from question to question.

But she passed the examination triumphantly in every study. In advanced Latin she passed "with credit." In advanced Greek, which her tutor regarded as her "star" study, she received a "B," which is a very high mark. Yet here, the time and the Braille difficulty worked most heavily against her. What her marking was in the other studies is not known ; it is only known that she passed them.

Helen Keller is now ready for matriculation as a student of Radcliffe College. Her passing of the examinations, especially under such circumstances, is in itself a wonderful achievement. No particle of its severity was abated for her because she is deaf, dumb and blind, and no precautions were remitted because she is known to be incapable of deceit. She sat in total darkness and alone, without the touch of any friendly hand. A slip pricked with unfamiliar characters was put before her, and her typewriter clicked out its quick and true response to the hard questions. That was all. Will any other human being, living in such a world of silence and darkness, ever do as much ?

The question may well be asked, will Helen Keller now take the regular college course ? Who will interpret to her the lectures in foreign languages which she cannot hear ? No one can do this. No lecture, even in English, can be translated to her in the manual alphabet as rapidly as it is spoken. Her usual interpreter knows no foreign tongue. Who will read to her all the required matter of the courses of reading, none of which has been put into raised print ? It is beyond mechanical possibility to give her all this through her fingers. The obstacles appear insurmountable. But that is the principal reason why Helen Keller is inclined to surmount them.

The portrait of Helen which we give, is from a photograph by a near friend, Mrs. Charles T. Carruth, of Cambridge. The picture was taken about the time of Helen's Radcliffe examinations and therefore is—as it always will be—doubly interesting on account of its associations. Mrs. Carruth as an amateur photographer has high artistic talent, as is evidenced in this work.

A proof sheet of the above article sent to Miss Sullivan for correction of possible misstatements made, comes back enclosed in a type-written letter from Helen herself, making corrections and giving something of her more immediate plans for the future.

The letter is a personal one, but we have obtained Helen's consent to its publication here :

WRENTHAM, MASS., September 26, 1899.

My DEAR MR. BOOTH :

My teacher wishes me to say that she acknowledges your kind letter, and that she has read the article, which you enclosed, and found it correct in almost every particular. You say, I was just learning to walk when I was taken ill. The fact is, I had been walking about eight months. You also say, that I was entered as a pupil at the Perkins Institution when I was eight. This is a mistake. I never had regular instruction at the Perkins Institution. My studies were very desultory, and I never attended classes with any regularity.

You will see by the date above that we are still at Wrentham. College begins next week ; but our final arrangements have not yet been made. There is a great difference of opinion among my friends as to the course I ought to pursue at Radcliffe. Many think I ought not to attempt the regular course—they think I should develop along the lines of study which I like best, and get all I can out of special courses. Personally I should very much prefer to take the regular course. I should be proud and glad to win a degree ; but what the final decision will be, neither my teacher nor I know at this moment.

With kind regards to Dr. and Mrs. Crouter and yourself, from my teacher and myself, I am,

Sincerely yours,

HELEN KELLER.

**Day-Schools
in Michigan.**

The last Michigan legislature passed as one of its last acts a bill for establishing and maintaining day-schools in the state. Among the wisest of its provisions is the one requiring that a teacher employed in these day-schools "shall have had special training in the teaching of the deaf, including at least one year's experience as a teacher in a school for the deaf." Another provision requires that oral instruction shall be given for at least the first nine months of a child's schooling, after which, if for any reason he is unable to learn by the method, it is to be discontinued. One hundred and fifty dollars is granted per pupil for the maintenance

of these schools. Efforts to secure similar action by the legislatures of Minnesota and California were unsuccessful.

Census

Resolutions.

The following preamble and resolutions relating to the coming census and action that the Association should take, were introduced at the Summer Meeting at Northampton, by Dr. J. C. Gordon:

"WHEREAS, It appears that no provision has been made for an enumeration of the blind, or of the deaf, commonly known as "deaf and dumb," or "deaf-mutes," in the census of 1900, and,

"WHEREAS, The enumeration hitherto made and returns tabulated for every decennial census since the year 1850 have been especially useful, valuable, and interesting to the educators of these classes and have undoubtedly resulted in extending the blessings of an education to large numbers of the blind and of the deaf, and,

"WHEREAS, The enumeration of these classes is a matter of great importance to the blind, and to the deaf, and to those who are seeking their welfare, therefore be it

"RESOLVED, That Dr. Alexander Graham Bell, President of the American Association to Promote the Teaching of Speech to the Deaf, and four others shall constitute a committee on behalf of this association with full power to take such steps as may be necessary to secure an enumeration of the blind and of the deaf and of the deaf-blind in the next census. This Committee is requested to confer with the Honorable Wm. R. Merriam, Director of the Census, and Dr. Fred H. Wines, Assistant Director, in order to secure under the existing law, if possible, an enumeration of the classes herein referred to, upon schedules which shall include at least the name, residence, age, parents' names in case of minors, sex, race, and age at which deafness or blindness occurred.

"If it shall appear that an amendment to the law is necessary in order to secure the enumeration aforesaid, this committee is hereby requested and empowered to appear before the proper officers of the United States Government, and committees of Congress of the United States, and to make use of every endeavor to secure a proper amendment of the law."

The resolutions were passed and the following committee was appointed to carry them into effect: Dr. Alexander Graham Bell, Dr. Joseph C. Gordon, Dr. A. L. E. Crouter, Hon. Edmund Lyon, and Mr. F. W. Booth.

**Parents'
Associations.**

It is purposed when present plans are matured to devote a department of *THE REVIEW* to the work and interests of the various Parents' Associations connected with schools for the deaf. These Associations in their meetings and their influence are proving an exceedingly helpful adjunct to the smaller and weaker schools of the country, and they are worthy of encouragement. We should be pleased to have for publication some of the papers read, as well as brief report of discussions, at the meetings of parents ; it would be interesting, and undoubtedly helpful, to us all to be given a glimpse, at times, of questions from the parents' standpoint.

**The Five-Slate
System.**

Miss Barry has done the cause of the education of the deaf a further service by the publication in book form of her system of language teaching by the use of the five slates. It is a system that utilizes the large wall slates in every school room, appropriating the first slate to use always as the subject slate, the second slate in like manner as the verb slate, the third as the objective slate, the fourth as the preposition slate, and the fifth again as an objective slate, thus giving fixed place to every principal element of the English sentence. There is no question regarding the excellence of this system for purposes of primary instruction : the tests to which it has been subjected have been too severe, and it has received the endorsement of too many successful teachers. It gives graphically, therefore plainly to young children, the primary and chief relationships in the sentence, and this without distorting the sentence from alignment or its elements from position. The child learns easily because forms are repeated to the sight and the memory holds and uses the impressions made as guides or models for correct writing. As presented in this volume by Miss Barry, the work is graded to cover all the regular constructions of the language from the simple to the compound and the complex. She brings in also some of the irregular or idiomatic constructions where their forms are fixed and where they may be presented to the eye as invariable in their relations.

The system does not cover the whole of language, but it covers so much of it that what is left may be treated and taught under the head of the "exceptions"—as it must be in any event, by whatever system.

The book is a quarto, bound in boards, of 36 pages, on beautifully calendered paper, and fully illustrated, with an abundance of examples of sentences analyzed upon the slates. The price is \$1.25 (4s. 2d.) postage paid. Address Katharine E. Barry, Pennsylvania Institution for the Deaf and Dumb, Mt. Airy, Philadelphia.

NOTES AND NOTICES.

An exceedingly interesting document has been received in the Report, by Dr. J. C. Gordon, Superintendent of the Jacksonville School, to the Superintendent of Public Instruction of Illinois. It treats specifically and at length of methods of instructing the deaf, upon which Dr. Gordon takes the most advanced grounds. THE REVIEW hopes in a future issue to reprint portions of this pamphlet to show the direction and measure of the progress making in the Jacksonville School.

The promise of another Helen Keller souvenir will awaken pleasing anticipations in those who were favored with a copy of the beautiful volume published by the Volta Bureau some years ago. The present work will be larger and fuller than the first, containing much of Helen's later life, and giving to educators a consecutive and reliable account of her instruction. The volume may be looked for before the close of the year. The members of the A. A. P. T. S. D. will be favored—as they were with the previous volume—in the distribution.

The Cincinnati Oral School, Miss Virginia A. Osborn, Principal, is to be congratulated upon securing at last a permanent home. The Public School Board of the city has rented for a term of years a commodious residence building in a central part of the city and has turned it over to the uses of the school,

From all accounts Miss Osborne is doing a good work in Cincinnati and this will give her added facilities much needed. A flourishing Parents' Association is maintained in connection with the school.

THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to members. To *non-members* the subscription price is two dollars and fifty cents (\$2.50) for the school year. Membership in the Association may be obtained upon payment to the Treasurer of the membership fee of two dollars (\$2), or its equivalent in foreign currency—8s. 4d. in English money; 8m. 2pfg. in German money; 10fr. 2c. in French money; 7 kr. 50 ore. in Norwegian, Swedish, and Danish money; and 10l. 2c. in Italian money. Foreign postal money orders should be drawn on Philadelphia, in favor of F. W. Booth.

Any person receiving this issue as a "sample copy" may consider it an invitation to join the Association as a member. Upon receipt by the Treasurer of the membership fee of two dollars, a certificate will be forwarded which will entitle the holder to all privileges of membership, together with all publications of the Association during the following year.

Delinquent members, whose names have been dropped on account of non-payment of dues, may be restored to full membership by payment of this or the coming year's dues.

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary has a list of teachers—though it is now grown quite short—and also one of Superintendents, belonging to the above classes, ready for use by any person who may write for them.

A trained teacher with several years' experience in a school for the deaf wishes to obtain a private pupil. Further particulars may be obtained by addressing the editor of the REVIEW.

A teacher instructing backward deaf children wishes one or two more pupils. For further information address the editor of the REVIEW.

THE ASSOCIATION REVIEW.

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DECEMBER, 1899.

THE RELATION OF LANGUAGE TO MENTAL DEVELOPMENT AND OF SPEECH TO LANGUAGE TEACHING.*

Most of the adverse criticism to which oral schools have been subjected is due to a misunderstanding of the purpose and methods of their work. The average person not connected with such institutions thinks of them as established primarily for the teaching of speech and speech-reading. He regards these two branches as *ends* of instruction—as mere form studies akin to the practice of penmanship or drawing—and thinks that the time devoted to them is just so much taken from work required for the development of the faculties and the increase of knowledge. While he recognizes the social and pecuniary value of accurate speech and speech-reading to graduates of our schools, and acknowledges the proficiency therein to which many of the deaf attain, he also knows that, with a considerable number of our pupils, we accomplish no more in this direction than to make it possible for them to understand and be understood by their teachers and their most intimate friends. Holding these opinions, and finding results in what he considers their specialty so frequently defective, it is not surprising that he should conclude that oral schools do not meet the requirements of the deaf as a class.

That this is the view commonly taken by the opponents of

*A paper read at the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

pure oral instruction must be evident to anyone who reads the arguments they advance ; and the persistency with which some oralists dwell upon the post-graduate advantages of speech and speech-reading, and the manner in which they direct attention to those pupils who are exceptionally expert in these accomplishments, would seem to indicate that even they regard such attainments as the supreme end and justification of the method.

Every oral teacher can doubtless recall occasions when this perverted view of the method has been the basis of unjust reflections upon the quality of his work. I remember, as a typical instance, a visit made to my class-room by several gentlemen representing a western institution. The pupils expressed themselves as intelligently and correctly in their written exercises as hearing children of the same age could do, they understood the superintendent and their teacher without difficulty, and their speech was perfectly intelligible. I was congratulating myself upon the favorable impression they were evidently making, when the leader of the delegation requested permission to test their lip-reading. Picking out from a newspaper a paragraph describing, in technical terms, a bridge building at some place with an unpronounceable name, he proceeded to read it rapidly, with chin resting on his breast and lips scarcely moving. Of course no one in the class understood him, and, although an effort was made to explain matters, the way in which he and his companions eyed one another showed that they thought he had effectually disposed of all pretensions of the oral method. The fact that these children had received, through speech and speech-reading, practically as good an education as is given the hearing child through the ear, was quite lost sight of, and the method was condemned because it had not made it possible for them to understand speech under impossible conditions. It is a similar mental obliquity, mistaking the means for the end, that impels a person, after listening to a well-written graduating essay, read by a teacher because we do not train our pupils for public speaking, to remark : " That is very good ; but," with a note of contempt in the voice, " I thought this was an oral school. Can't your pupils read their own papers ? "

The typical oral school of America recognizes its obligation to give distinct and agreeable speech and perfect speech-reading whenever possible ; but that which really distinguishes it is the manner in which and the extent to which it uses speech as a means of teaching language, and both speech and language as means of developing the intelligence. It is this that sets it apart, on the one hand, from the combined schools which teach speech, but do not teach through speech, and on the other hand, from those oral schools in Europe which, to paraphrase Mr. Heidsiek, make good articulation and accurate lip-reading the Alpha and Omega of every endeavor, and insist that their pupils shall receive instruction exclusively by word of mouth. Mr. Heidsiek, I am glad to see, recognizes the difference between the German Method and the Pure Oral Method as practiced in the best American schools, for he notes, in connection with his observations in this country, that our teachers place mental development above purity of articulation.

What we should ask, then, is that people, when passing judgment upon our method, will examine into the psychological results of teaching through speech ; and what we should exalt, for the admiration of the public and as a vindication of our work, is not fluency of speech and expertness in lip-reading, but the mental development of our pupils and their attainments in knowledge. Good speech and speech-reading are to be reckoned as so much extra to the credit of the method, while if poor they deduct nothing from its value if they have been sufficient for their educational purposes.

Our oral schools, recognizing the intimate relation between thought and language, insist that all instruction shall be given in the vernacular. Signs are discarded, not merely or chiefly because they interfere with the acquirement of speech and language, but because they retard mental development. Our thoughts and feelings are unconsciously molded by our vernacular, the language we have used from childhood. On this point, all psychologists and educators are agreed. The sign language is quite capable of developing and conveying thought, but the kind and

quality of the thought development must be as different from that resulting from the use of English as is the language that produces it from the English language. The best friends of the sign language will not deny that it is immeasurably inferior to English, and it follows that the culture dependent upon it must be proportionately inferior. While discussing this point before the National Educational Association last summer, I quoted some remarks of Prof. Hinsdale, of the University of Michigan, which so clearly define the relation between character and language that I venture to repeat them here. He says :

"The thought, the imagination, the feeling of Greece could not have existed separate and apart from the Greek language. The force of character, the will, and the action of Rome were inseparably bound up in the Roman tongue. We cannot think of the contributions that these two nations have made to civilization as emanating from people who used feeble and meagre language. * * * An Englishman could not grow up in the French language nor a Frenchman in the English language. German fits the Germans, French the French, English the English, and were the young of the three nations changed at birth, a transformation of inherited character would immediately begin."

Elsewhere, the same writer says that mental growth can never advance beyond a certain rudimentary stage unless the child is in possession of an adequate means of expression. "Furthermore, adequate means of expression implies a verbal language. Facial expression, looks, signs, gestures, and pictures will not suffice."

These quotations certainly justify the contention of our oral schools that the English language must be made the vernacular of the deaf if they are not to be a class unto themselves—foreigners among their own countrymen—and if they are to have a means of expression adequate to the highest mental development.

It has been argued that it is possible and best to combine the sign method and the English language method of instruction so as to give a greater mental discipline than by either separately. Prof. S. S. Laurie, the eminent Scotch writer, has so clearly depicted the consequences of this kind of instruction that it is hard to believe he did not have our special work in view. He says :

"If it were possible for a child to live in two languages at once, equally well, so much the worse ; his intellectual and spiritual growth would not be doubled, but halved. Unity of mind and character would have great difficulty in asserting itself. * * * Words must be steeped in life to be living, and as we have not two lives, but only one, so we have only one language."

Advocates of the combined method claim that signs are necessary to the interpretation of language. It is true that written words are expressionless unless vivified by our recollection of them as spoken words. They can, by themselves, effectively represent only concrete ideas. The various moods of the mind, the emotions, the abstractions of the intellect and the heart are not visible in them. A prominent educator has said that it is impossible to convey abstract thought to the deaf except through the medium of signs. If the only alternative were spelled or written language, I should be inclined to agree with him ; but we have, in speech, a means of expressing to the deaf, almost as effectively as to the hearing, every emotion of the mind, all the varying lights and shadows of the soul, every shade of meaning of which language is capable. It is a mistake to suppose that because speech is visibly, not audibly, represented to the deaf, the mental effect of communication by this means must be the same as by writing or spelling. I have even seen it asserted that there is no essential difference between signs made on the lips and signs made with the arms. A little reflection would make it evident that lip signs must represent sound—that, varying as the speech varies, they must express, to some extent at least, the emotions and sentiments that the voice conveys to the ear of the hearing person. It is impossible that words taken from the lips, warm with the emotion that impelled their utterance, should be the cold, lifeless sign of an idea that the written word is.

It would be absurd to claim that speech-reading can altogether take the place of hearing in the interpretation of language, but I am convinced that its possibilities in this direction are far greater than is generally supposed. They can be fully appreciated only by one who, having heard, is now deaf and forced to depend upon this method of communication. Such a person will say that accent,

emphasis, and inflection are almost as clear to the eye as they were to the ear—so much so, indeed, that it is at times difficult for him to believe he does not really hear. This is, of course, merely memory associating the qualities of articulate speech with the positions of the lips, the expression of the face, and the variations in the force and rapidity of utterance ; but it proves that these qualities *are* visible as well as audible, and it is only necessary that pupils should be led to observe them, and to associate with them the corresponding thought or emotion, to have, not a perfect, but a practically sufficient, substitute for sound in all its intellectual functions. The fact that the deaf talk in monotone, without phrasing, emphasis, or inflection, should not be taken as proof that they do not recognize these qualities in the speech of others. The modes of speech can be acquired only through imitation, which is impossible to the deaf child, because, being unable to hear his own voice, or to watch his own lips, he has no means of comparing his manner of speaking with that of other people.

The meaning of a sentence depends not only upon the meaning of the individual words composing it, but also upon the relation of the words and groups of words to one another. These relations, which are only to a slight extent represented in written language, are expressed vocally by phrasing. This quality of speech is almost as clear to the eye in lip-reading as to the ear in hearing, and may be made to contribute largely both to the comprehension and mastery of language and to the intellectual growth.

It is hardly necessary to discuss the value of emphasis in the expression of thought. The fact that there is no way of conveying verbal emphasis to the deaf who have no speech—except in a very limited and altogether unsatisfactory way by manual spelling—has made it impossible to do much with them in higher literature, where so much of both the beauty and the sense of expression depends upon it. As a natural result we have teachers protesting the impossibility of the work done in this line in oral schools, and insisting that our children shall be restricted for their

mental pabulum to "the simple English in the third reader or some little story book."

And how large a use we make of emphasis in our every-day life ! How it multiplies the resources of language ! Take the very ordinary statement : I know what he said. It is capable of expressing four different ideas according to the word emphasized. If it be *I* that is emphasized, it conveys the idea that *I* know, though others do not. If *know* is emphasized, it expresses positive knowledge ; I *know*,—I do not merely think. If the emphasis is placed upon the *he*, I know what *he* said, though not what others said. If upon *said*, I know what he *said*, though it may not agree with what he *did* or what he *thought*. By the experiments made in the course of my language and literature lessons I have fully satisfied myself that emphasis may be as easily recognized by sight as by sound.

The emotion back of a sentence is equally plain to the eye. Every passion uttered by the tongue is painted in the face and stamped on the lips. In the expression of love, the speech is soft, smooth, languishing ; in anger, it is strong, vehement ; in joy it is quick and vivacious ; in sorrow, slow and interrupted ; in fear, tremulous and hesitating ; and in each case the manner of speech influences the expression of all the features and the movement of the lips and throat muscles so that the words, when understood, are glowing with life and color. That this should give instruction through speech a tremendous advantage over any other method should be evident in the nature of things, and that it does so can be proved by watching a class under the instruction of a good oral teacher, or by a comparison of results.

I have among the classes that come to me for instruction in the language branches one that began its education in our manual department and remained there for a number of years before being transferred to the oral department. It was a bright class, or the change would not have been made. Its lip-reading is very poor, and as its time in school is limited, much work must be done with it by writing. Now, I find that I may cover every slate in my school room with sentences illustrative of a language construction I am teaching, and they will not grasp the idea;

whereas, a few sentences delivered with proper expression and emphasis will usually make it clear to any of the other classes. There are certain lines of work that no amount of planning on my part, or of hard work on the part of pupils, will enable me to do with this one-time manual class—partly because it has not sufficient lip-reading and partly, I think, because its mental attitude was fixed by its early training. With other classes, I have yet to discover any kind of work done in connection with language and literature by hearing pupils of grammar school grades that they cannot do.

The value of lip-reading as a means of teaching language is illustrated in reproduction exercises. Pupils whose lip-reading is fairly good will reproduce a story told orally very much better than one which they have read from writing or print. Speech, with its phrasing, emphasis, and the expression it produces in the features, causing them to reflect the thought, gives life and tone to the story, makes it clear to the comprehension, and impresses it upon the consciousness with no more effort on the part of the pupil than is required to read the words from the teacher's lips.

Oral schools are notable for the amount of reading done by their pupils. This is one of the things Prof. Heidsiek remarks as distinguishing them from all other schools. Manual teachers frequently complain of the difficulty of interesting their pupils in reading, while oral teachers apparently experience no trouble in this direction. Of the forty children under my instruction in language, there are only three who do not heartily enjoy a story book, and two of these are pupils who were transferred from the manual department. The experience of other schools may not agree with ours, but if this difference does exist, it is another indication that the speech method, by giving expression to language, makes its perusal more enjoyable by the emotions it awakens in the child's own nature.

The speech method has decided advantages over all others in the teaching of the colloquialisms and idiomatic phrases that belong to the language of daily life. This kind of language is not found in text books,—it does not lend itself to and is not much used in the expression of literary thought,—so the pupil

cannot pick it up incidentally through his studies or his reading. If he gets it at all it must be through its use by his teacher as the occasion demands. Any one who has taught manually knows how difficult it is to compel one's self to spell out tediously on the fingers these little phrases and sentences, when the thought they convey is so much more rapidly and graphically expressed by a look or a gesture. Who wishes to form each separate letter entering into "I would not do that," when a frown and a shake of the head amounts to the same thing? And if it be spelled or written, how much less impressive it is than when spoken by the oral teacher. All these expressions flow as naturally from his tongue when he is talking with his pupils as when he is addressing hearing people and they are almost as expressive and produce practically the same mental effect in the one case as in the other.

The fact that all thought is expressed in spoken or written language does not relieve us of the necessity of teaching language systematically, as a branch of study by itself. In the lower grades, economy of time and perfection of results, both as regards language and intelligence, require that we shall make use of all the powers we find in the child to give him, as rapidly as possible, the expression for the concepts he has formed before entering school. It is in devising methods for accomplishing this that the ingenuity of the primary and intermediate teacher is demonstrated. I find a general impression abroad that oral schools neglect this work, relying chiefly upon speech exercises for the teaching of language.

The truth is there is no other class of schools which so thoroughly appreciates the necessity of rapid advancement in language, for upon it depends not only growth in knowledge and mental development, such as may be given to the younger children in manual schools through signs, but also the mastery of speech and of lip-reading. It would pay manual teachers to investigate the language methods employed in oral schools. I venture to say that in no institution in the world can there be found a more complete and perfectly systematized course of instruction for primary and intermediate grades than in the school

where we are holding this meeting, and one important consequence of the abandonment of the manual method in the Mt. Airy school has been the improvement it has compelled in the processes of language teaching.

Systematic instruction in language as a branch of study, independent of its use in the teaching of other subjects, should continue throughout the school course. The rules of language which the child learns unconsciously by induction in the lower grades, should be reviewed in the higher classes in the systematic study of grammar, analysis, rhetoric, and composition. These will not only contribute to exactness, force, and beauty of expression, which are of the utmost advantage to every man and woman, but will cultivate, to a greater extent than any other study of our grammar grades, the logical faculties, and the mental dexterity, adroitness, and resourcefulness that count so largely for success in all the walks of life. There is no reason why our pupils should not do, with advantage, practically all the work in these branches that is required of hearing children. With the skill in speech-reading to which they have attained by the time they reach the advanced grades, the exposition of the rules and the drill in their application can be given with almost as much facility as in the public schools. During the past year I tried the experiment of teaching a class grammar altogether through lip-reading, no text-book being allowed, and the only writing being sentences put on the slate for parsing or analysis, and exercises written by the pupil in the evening to illustrate the rules taught in the school-room. Although mentally inferior to many classes to which I had previously taught the subject, its progress was far greater. The time devoted to these lessons averaged about two hours a week through the last school year, and at the end every pupil, with the exception of one who had been absent a great portion of the year, was able to pass an examination on the tests for admission to the Boston High School. This should certainly indicate that speech is a competent method of instruction in the more advanced subjects of the course, as well as in the work of the lower grades.

I am convinced that speech has a value with the deaf, as with the hearing, in the development of mind and soul, quite apart from the language to which it gives utterance or the thought directly conveyed. One of our children, born deaf, who recently memorized and recited Kipling's Recessional as an exhibition exercise, was asked if he enjoyed it. "Yes"—decidedly. If he knew what it meant. He was very certain that he did ; and when asked to write it out in his own language, sat down to the task with perfect confidence. But he soon came and confessed that he did not know the meaning of the words. He seemed surprised and said he understood it in his heart, but not in his head—that it made him feel good when he read it. The recitation of the hymn had evidently awakened emotions that he did not have the language to express. This is but one of many instances in which pupils have shown that vocalization, though inaudible to them, nevertheless exerts a mental influence somewhat akin to that experienced by the hearing child.

To summarize : Oral schools teach every thing through the English language as the only adequate means for the expression of ideas and the development of the intelligence. They make speech the basis of instruction because of its value in interpreting language. They regard as of supreme importance the mental development of the child, and the work in both speech and language is directed to this end.

And, in conclusion,—merely as an expression of my own opinion, based upon experience in language teaching at different times by signs, spelling, and speech,—I would say that the oral method, as practiced in the best institutions, accomplishes far more in the education of the deaf than is possible under any other method.

S. G. DAVIDSON,

Instructor in the Pennsylvania Institution for the Deaf and Dumb, Mt. Airy, Philadelphia.

PICTURES IN THE SCHOOL-ROOM.*

It is the inherent right of every citizen of the world to be well-born ; be he well-born or ill-born he should not be deprived the heritage of a worthy environment. As the sky, the earth, the sea, with their ever changing pictures, are to passing generations, so the contracted limits of the school-room are to the opening and impressionable minds of youth ; and of the silent and constant influence of pictures or statuary upon those who live in their presence, there ought to be no doubt.

So many of the deaf child's days and early years are passed within the four walls of the school-room, so thickly do impressions crowd upon him, that the influence of its decoration is likely to be stronger than that of the home. It must be remembered that it is just here within the bounds of these school-rooms that the greater part of our children get their first impressions of many things, which, consciously or unconsciously, enter into their lives, create ideas, right or wrong, and control behavior. Here it is that lasting ideals are formed which ideals, taking root as they do, so deeply in these young minds, make the very foundation of character.

There is no small responsibility resting with the teacher in his choice of pictures for the eyes of children. The silent yet certain influence which some picture, seen in childhood days, has made upon a child, often goes with him through life, delicately yet surely giving a tone and coloring which no later influence can erase or overcome.

The child should be surrounded by beauty in the school-room from first to last. "Trained in the habit of seeing beauty, he will come instinctively to hate ugliness in the home and in the street." In learning to love the beautiful, he learns also to love

*A paper read at the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

the good, the pure, and the true. This, then, being the object,—cultivating the eye to see only the beautiful,—the problem as to the right kind of pictures would seem to be solved.

There are many children who know nothing of the meadows, streams, trees, flowers, and all this world of surpassing loveliness. How then can we foster in them a love of nature? By placing before them pictures of nature's haunts of beauty, whose pleasing and peaceful scenes bring light into the weary eyes and rest to the tired mind.

It is not only the child who learns to love the beauty in nature from beautiful pictures; as Robert Browning says :

“We're made so that we love,
First when we see them painted, things we have passed
Perhaps a hundred times nor cared to see.”

In the selection of pictures, beauty should be our first concern. Beauty is truth. We wish primarily to bring to bear the refining, uplifting, inspiring influence of that which is beautiful in form and color. Not a knowledge of art, but the silent influence of beauty is what we wish to secure. So far does this refining influence of all that is pure and lovely in art enter into our lives, that it molds the very features of men into lines of beauty. It is a well known truth that Italian mothers, kneeling before the sweet compassionate face of the Madonna, without which no Italian home is complete, have been so impressed with that holy loveliness that the Italian child is born with a beauty of face not unlike that of the Virgin Mother.

Yet if we are trying to instill into the minds of these children some knowledge and appreciation of beauty, we must get down to their level ourselves before we can lift them up. The same thoughtful care should be given to keeping from sight any subject or treatment of subject, even though it be classical in the knowledge of older minds, from which might arise an evil or even a doubtful thought.

In choosing pictures for our school-rooms, the question is not of good alone, but of doing the greatest good. Nor does it necessarily follow that this can be done only with the greatest pictures. Careful and serious thought is required in the selection

of subjects, choosing such as can be comprehended and enjoyed by the pupils without setting the standard so high that only a few can come up to it. The object of these decorations is to create an interest and a love for beauty, and those it is intended to benefit are often devoid of any artistic appreciation. The less strain put upon the mind of the child, the more satisfactory will be the result.

To little children, clear, bright pictures, with life and motion, yet simplicity of subject, appeal most strongly ; and, too, those in which child-life itself is pictured, or those containing animals ; familiar objects are comprehended more readily than strange ones ; the lesser is mastered before the greater. We must early accustom the child to notice pictures on the walls, to look for them, and talk about them. Then when once his interest has been awakened, his enthusiasm kindled, what a wonderful field is open to him. His thoughts and feelings concerning the pictures, given voluntarily at first, may gradually be broadened by skillful questioning by the teacher. Thoughts which perhaps have not suggested themselves to one child may be expressed by another. Picture study by the children at such a time affords excellent opportunity for child study on the part of the teacher. He, too, must know the pictures on his walls and understand their significance.

In the arrangement of pictures in the school room, those which are best should hold both a prominent and a permanent place. There must, also, be a harmonious and symmetrical arrangement. The teacher should not alone study the picture which is to be hung, but the position it must take before the class and the effectiveness of light upon it.

Further on in school life, as the children grow older and become interested in history and literature, a series of pictures illustrative of notable events and people in history can be made of great educational value. True, we need always the best, but shall we not also bring into our school-rooms pictures that will awaken a love of country ? " Wherever a historical portrait or a scene from history tells the story of those events which mark the victories of freedom and the progressive movement of a people

toward light and happiness, it becomes an educator. The story, so eloquently told, inspires the youth with ambition to emulate the character and achievements of the good and great."

And yet there should be moderation in some things ; for no picture portraying too vividly the awfulness, the bloodshed and despair of battle should find a place among those selected for the school-room.

In literature, portraits of great and good men will be of untold profit and influence. Ruskin says : " How can we sufficiently estimate the effect on the mind of a noble youth, at the time when the world opens to him, of having faithful and touching representations put before him of the acts and presence of great men ? How many a resolution, which would alter and exalt the whole course of his inner life, might be formed when, in some dreamy twilight, he met, through his own tears, the fixed eyes of those shadows of the great dead, unescapable and calm, piercing to his soul, or fancied that their lips moved in dread reproof or soundless exhortation. And if for but one out of many this were true ; if yet, in a few you could be sure that such influence had indeed changed their thoughts and destinies, and turned the reckless youth, who would have cast away his energies, to a nobler life—would not that to some purpose be influence of art ? "

Thus it follows, that our choice of pictures for the school-room should arouse a craving for the best, should stimulate the good that is in the child, crowding out all coarser and baser thoughts which tend to mar the moral life within him.

Perfection teaches perfection ; purity inculcates purity ; beauty inspires beauty ; and all this world, in which the divine mind has given expression to the idea of beauty in nature, is but the school-master leading us to a higher world of loveliness.

Is not this, then, our true mission, through pictures to lead these young minds to such a realization of beauty, purity, and perfection as to create in them a love for the beautiful, the pure, and the perfect in character and life ?

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THE REINFORCEMENT OF SPEECH BY WRITING.*

It is the aim of this short paper, and if there were any humbler name than *paper* it would be accepted gladly, to raise a question, and to contribute toward its answer some thoughts which are hardly more than the expression of personal opinion, although based upon some little experience and observation in nine schools besides the one in which I teach. It is hoped that abler minds will at some time in the future give to the profession an answer which shall be more conclusive. The question is this : Is there danger in too much writing for the deaf in oral schools ? More specifically : Is there danger that the written form will supplant the spoken form as the thought medium of the deaf, if, *first*, writing is resorted to when speech-reading proves difficult in any particular instance, and, *second*, if in the earliest years the ability to understand written language is at times allowed to outstrip speech-reading ?

One's first thought would inevitably give an answer in the affirmative, and such an answer would be the last thought as well of a good many oral teachers, but is there not a little something to be said on the other side ?

The imagined sound of the spoken word is the medium by means of which we do most of our abstract thinking. Of course we all visualize more or less during the process of our thought ; visible images of the persons and the places connected by association with the subject of our thought flash continuously, with more or less distinctness, into our field of consciousness, but so do memories of emotions and feelings as well. So long as we are content in our thought to call up persons and situations and memories of sensations only, we get on very well without words, but just so soon as we undertake to think of the relations which

*A paper read at the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

exist between two objects of thought, just so soon as we set ourselves to discover the cause of things, at that instant we begin to use words, and those words are the imagined sound, together with, in some cases, a sensation in the organs of speech, and even sometimes an actual movement of the organs, which results in a muttered reproduction of the words used.

Now, what thought medium serves the orally taught congenitally deaf person as a substitute for the imagined sound of the word? Does he reproduce mentally the position of the organs, or the appearance of the word on the lips of a speaker? or both? Does the appearance on the lips convey the idea directly when others are talking, while he himself employs the sensation as a medium, or does he confine himself to one and go through a rapid mental translation as he speaks and watches?

This is by no means an easy question to answer because reliable data are difficult to obtain, but so far as I have been able to determine at all, individuals differ. Some undoubtedly think the imagined position of the vocal organs, others the imagined appearance of the lips of a speaker, and yet others the imagined written word. The best congenitally deaf language-user among children whom I have yet met thinks in the first way, imagining the position of the organs, but another young person with less fine mental endowments, whose language attainments are therefore relatively as good, is certain that she thinks in the second way, *i. e.*, by imagining the appearance upon the lips of a speaker; two others, both of them slow, but thoughtful, and with fairly good reasoning powers, are quite sure that they always think the written word. That these different ways of thinking may have produced the mental differences noted is of course possible, but a knowledge of the heredity and environment in each case renders it extremely improbable; it seems more likely that the mental differences have caused each individual to adapt himself to the thought medium best suited to his own peculiar mental make-up. All four of the young persons referred to have had a great deal of written language put before them since they have been under instruction, and, curiously enough, the one who thinks by means of the imagined position

of the speech-organs by far the most, the one who thinks the imagined appearance on the lips the next greatest amount, and the two written word thinkers the least.

It is not fair to generalize from these four cases, or even from a much larger number of which these are typical, except to this extent, namely, that written language as an accompaniment to spoken language, and even at times in excess of it, does not necessarily produce the use of the written form as a thought medium.

If the English language were a purely phonetic one, and each phonetic element possessed distinct visibility, so that the appearance of a spoken word would unerringly call up that word and no other to the deaf watcher, it would undoubtedly be entirely safe to let writing occupy the same relative position in the education of the deaf that it does in the education of the hearing ; but since William the Conqueror was the Conqueror, and Saxon and Norman have handed down to us our reprehensible spelling, I believe that the reinforcement of speech by writing at any time, and the free use of writing as a means of representing new thought, are positive benefits great enough to balance any doubtful detriment of speech-reading power, provided, however, that the atmosphere of speech is always retained.

There is a certainty about the written word accompanying the teacher's spoken word which goes far to overcome the listlessness which vagueness and uncertainty often breed. You know how soon you weary at church, lecture, or theatre, when for any reason you can only hear a part of what is said, and what a relief it is when a seat farther front, or a new speaker with a voice that carries, suddenly bring you into complete touch with what is going on. I fancy that to the deaf child, whose apperceptive store of memories is so slight that doubt is inevitable, just such relief comes when the blackboard puts an end to uncertainty before the point of irritation is reached.

Remember how, at the second Lake George meeting when the little girl thought *bee* on the lips was *pig*, and so misunderstood the whole story, Mrs. Bell rose in her place and assured the audience that in rapid, natural speech, *bee* and *pig* look exactly

alike and that it was only the context which could make their differentiation sure. She had made the same mistake herself, she said, until the sight of the word *wings* had given her a clew. Dr. Bell, in commenting upon the incident said, "It illustrates the fact that mechanical lip-reading is only a small part of speech-reading. By far the greater portion of the process is intelligent deduction, founded on previous knowledge of what the gibberish seen by the eye must be."

That unlimited opportunity to acquire this knowledge by means of constant systematic training in speech-reading must be afforded, is undeniable, and this opportunity is afforded in all good oral schools as a matter of course. The theory is, that when children have learned to pronounce and to recognize the elements of speech they ought to be able to comprehend any spoken sentence within their vocabulary, but ten children in a class represent ten kinds of minds and every one of those minds has in readiness to apperceive what the teacher says a different store of memories. Every teacher knows how the resemblance between two words of totally different meaning will lead children astray, and cause them to misunderstand all that follows.

I have seen a whole class brought to a stand-still more than once in different oral schools or oral classes because some one pupil failed to understand one word and the teacher was determined that he should get it from the lips and in no other way. Usually in such cases, to an on-looker, it was quite evident that the pupil's mental process had been such that that particular word did not fit his thought, and that a phrase or two on the blackboard would relieve the strain at once, and save much valuable time.

Sometimes a lesson is presented to a class orally and reproduced by each in turn. It is often evident from the kind of mistakes that individuals make, that the misapprehension of one word at the beginning has led to a misapprehension of the whole lesson. In nine cases out of ten a slight outline written upon the blackboard would have obviated the difficulty, and made the whole speech-reading exercise of more value because any act of successful accomplishment is far more valuable than failure.

Teachers of hearing children do not hesitate to reinforce the sound of the word by the sight of it, and why we should hesitate to reinforce the sight of one form by that of another is not quite clear. What I plead for is the backing up of the teacher's spoken word by the written word, whenever a reasonable doubt exists that one pupil may not have understood.

There remains for discussion the second part of the question : Is there danger that written forms of words will supplant spoken as thought media if the ability to understand written language is at times allowed to outstrip speech-reading ?

If there is one thing of which we are all perfectly sure it is that speech-reading is, as Dr. Bell said, only a part and a very small part of language comprehension. Language comprehension in general depends largely upon the rapidity with which the listener or watcher takes in the relation of one part of a sentence to another, and the relation of one sentence to another. The hearing get this relation through emphasis and accent, and absolute certainty of what has gone before ; the deaf must acquire this sense of relation gradually, until it becomes instinctive, as it does in the expert speech-reader. It is possible to show the relation of words to each other in writing in a way that can be done neither by speech nor the manual alphabet, because a written sentence does not vanish ; the mind can be taken back to the emphatic word, and made to hold it, much as the mind of a hearing person holds and carries over the most important word of a preceding sentence, because of the emphasis which the speaker placed upon it. When unknown words are introduced sparingly into written language which is otherwise entirely familiar, the mind of the pupil unconsciously focuses itself upon those words, with a fairly good idea of their meaning gained from the context, and is in the best possible condition to learn them without undue effort ; a knowledge of phonetic values will give him the pronunciation, and there is no reason why they should not immediately be added to his spoken vocabulary. Moreover, this is the way that new words are going to confront him all his life, in books and papers. In our own lives, do we not meet with five new words in print for every one we encounter in speech ?

Why is it not right and proper for the teacher to use writing along with speech, at all times, using unknown words if they best express the thought which is in the pupil's mind, so constructing her sentences that the relation of the unknown to the known is clear, and then gathering her material for future lessons from what is new in the exercise ?

I believe that the sight of a great deal of language, not of the pupils' own construction, and rather more difficult than they could possibly compose, is just as helpful to primary children as the hearing of an address by a cultured master of English, an address which we could not possibly imitate, is to us.

The conclusion, and, let me repeat, it is a personal one, and may not be shared by anyone here for aught I know, is that written language, freely used, from start to finish, without one single conscious qualm on the part of the teacher as to its effect upon speech as a thought-medium, would be a help, and never a hindrance.

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TRAINING PERIOD OF OUR DEAF, AS COMPARED
WITH OUR HEARING YOUTH, AND HOW TO
MAKE THE MOST OF IT.*

A few weeks since, at a festal board spread less than a thousand miles from where we sit as members of a National council of Educators, one of the business magnates of this state and country voiced his conviction that the youth of our land are drinking too deeply at the Pierian springs of knowledge : that, in fact, the American masses are getting over-educated, and that a fifteen year limit should be set to student-life. His assertion was emphatically seconded, shortly afterward, by no less a "business" authority than Mr. Russell Sage, of New York, who, under the old regime, "quit school and went into business at eighteen," and, as he modestly puts it, has "done very well." These somewhat startling expressions of opinion have as you are aware, given rise to a good deal of newspaper talk, and interviewing of prominent educators in this state and elsewhere ; for if California takes to herself pride in aught, after her ever-glorious "climate," it is in her broad-guage and excellent system of public instruction. These criticisms have generally been adverse to the utterances of our millionarie friends, and the consensus seems to be that our present public-school age-limits are not a day too long for the development of our present common-school and academic scheme of education. Such being the voice of the people, a discussion at this time, and upon this occasion, of school privileges accorded to our deaf, as compared with our hearing youth, becomes singularly opportune. In pursuance, therefore, of the program proposed by your committee for consideration by Department XVI of the National Educational Association, the writer has been requested by Dr. Wilkinson, the veteran head of our California State School for the Deaf and the Blind,

* A paper read before Department XVI of the National Educational Association, at Los Angeles, Cal., July 12, 1899.

at Berkeley, to present a brief paper on one of the subjects offered for discussion here today, or in some line of thought parallel thereto. This subject, if the writer states it from memory correctly, is worded in the form of a question, assuming a fact, to wit: "Why should *deaf* children be allowed from *five to ten years less time* under instruction than their *hearing* associates?" While the law in this matter varies as you all know in different sections of our country, custom, if the writer mistakes not, is coming to accord to those charged with the education of the deaf large discretionary, or advisory, powers in defining the duration of their pupilage as wards of the state. Here in California, as Dr. Wilkinson informs us, the trend of legislation has steadily favored extension of this age-limit, and year by year has aimed to make it correspond more closely with that of pupils in our hearing grades. The same disposition has manifested itself in Ohio where, not very many years ago, as the writer recalls, deaf children were fated, virtually, in the majority of cases, to lose twelve precious years of life's most receptive period, educationally, unschooled at home. And it was a common and, to the thoughtful instructor, a most disheartening sight to see, in a class-room of beginners, at that late age, young people verging upon, or beyond, the opposed age-line of twenty years, present themselves for education. Five years was the time allowed, at that date, to compass this momentous task, eked out, in special cases, by the grudging addition of two years more. Then followed, in 1867, under Dr. Fay, the admission of the deaf to school privileges at the age of ten, twenty remaining the final age limit. Seven years were allotted for the course, with three years more as a bonus, in cases of exceptional promise. 1873 was signalized for the deaf of Ohio by further time-concessions, the school being thrown open to all deaf youth of sound mind between the ages of six and twenty-one; thus approximating nearly to the time-law and custom obtaining in hearing schools of the state. In 1881, during the writer's incumbency, the age of admission was set at eight years, a measure reluctantly taken, but necessitated by the over-crowded condition of the Columbus school at that time.

You will pardon these statistics, as quoted to substantiate the statement just made, that more and more latitude is being granted to educators of the deaf as to time limits. The sentiment of the public regarding us and our work, it seems to the writer, may, in brief, be worded thus : "Take your own *time*, but give us the best *results* attainable ;" and the question now before us to be, not so much the gaining for ourselves, by public consent, of more time for our task, as how to make more of the time that is already accorded us in advancing this great and growing work. As this is, or ought to be, an experience meeting, for the interchange, less of pedagogic theories than of actual and approved practices in teaching, "all along the line" of our common profession, the writer may be permitted in a passing way to describe, or rather to hint at, certain means to this end—this consummation so "devoutly to be wished" by us all, not, as Hamlet, "to sleep, perchance to dream," but to approve ourselves living agents in quickening and informing the intelligence of our pupils, thus most effectively stimulating their powers of expression and bringing them more and more into touch with those about them. The stream cannot rise higher than its source, nor can language outstrip the mental wealth and activity of which it is the exponent. Of course we cannot expect our charges, as a rule, to be Helen Kellers in intellectual grasp and retentiveness ; nor can *they* hope, like her, to be blest with the individual companionship for an unlimited period of a devoted instructor. Yet the writer speaks from experience in maintaining that special methods and appliances may be made to aid vastly in developing in our deaf children this "catching on" faculty, in common parlance, this alertness of apprehension, that distinguishes the "quick," perceptively speaking, from the "dead."

First then, let the *personal intelligence* of the would-be instructor of the deaf be alert and sympathetic. "That which we *are*," asserts Emerson, prince of teachers, "we shall *teach*, voluntarily, involuntarily." The heavy, unresponsive, "lazy" teacher—we all have seen and recognize the type—though versed in all the 'ologies, chiology included, has no call to teach the deaf. A little leaven, we are assured, leaveneth the lump, but

be it little or much, leaven it must be ; and though that type of teacher may, under a long suffering Providence and forbearing school-boards, achieve a measure of success, it should not be at the expense of pupils already handicapped in their race toward education's goal.

In *personal sympathy*, after all, must we recognize the touch-stone of successful teaching of the deaf ; a sympathy quick to avail itself of every accredited aid to this end, contemning none ; enlisting in this exacting service heart and hand, tongue and thought ; a sympathy making itself eyes to the blind, ears for the deaf ; literally "feeling with" them the stress of their life-burden, while philanthropically striving to lighten its weight ; seeking not its own gain ; broad and enduring in its nature as life itself. "Unless you expect to make instruction of the deaf your life-work, let it alone !" was the curt and wholesome advice of a veteran in our profession to the writer at the outset of his teaching experience.

Again, let instruction be presented in the most *attractive* and *condensed* form possible to the deaf : knowledge in nut-shells, as it were. In his own teaching the writer has found the use of card-abstracts, historical, biographical, geographical, etc., to be a great time-saving. These may be procured of educational publishers, or readily prepared by the teacher, and handled as teaching experience may suggest. It has been amply proved that in this simple manner the mind of a class may be stored with grouped facts in endless variety, and, as they pass in review, unflagging interest be maintained in the series throughout the school year.

The importance of having, close at hand, up-to-date *maps*, school *apparatus*, and compact *reference books* in conducting this education through the eye, need not be emphasized in this company. In this connection may be instanced, however, the marked advantage which, during the history-making period through which we are passing, the conveniently-cased set of wall-charts provided by the state has been to the writer's own class of patriotic young people. Rarely has this case been allowed to remain closed during an entire daily session by these pupils ; while, as

their knowledge of localities widened, their interest in the course of empire has fully kept pace with it, and the handy, two-volume "Young Folks' Cyclopedia," that lies within ready reach, has been thumbed like a "horn-book." Which facts simply demonstrate the desirability of economizing to the utmost the time of our youthful knowledge-seekers by having such aids to information at hand, in abridged form, rather than to expect pupils to consult authorities elsewhere ; or, most likely, suffer the laudable impulse to verify a fact to lapse, rather than tackle the ponderous encyclopedias that burden the shelves of a remote library.

As another means of keeping our young Americans abreast with the times in thought, do we as a rule make sufficient use of the morning paper in purveying material for *journal-writing*, taking it for granted that a daily class exercise of this sort is, as it should be, kept up ? The tendency, as, no doubt, we all have observed with our pupils, is to grow introspective in their mental processes of this kind, making themselves and their personal affairs too exclusively the subject of their journalistic essays. Nor are they to be blamed unless news-matter of general interest, discreetly pruned of sensationalism, be provided for their needs, and their thoughts be led outward to note intelligently the course of current events.

And this again suggests the query how we may most quickly induce in our pupils, and confirm, the *reading habit* upon which their future intellectual growth must so largely depend. It has, for years, been the writer's practice to keep a running record of the books perused by pupils by pages, the tally being from time to time announced, and summed up at the term's close ; thus promoting emulation among the members of the class, not only, but between successive classes as well.

Systematically arranged *wall cabinets* in the class-room itself aid wonderfully in enriching those fleeting five hours a day we are privileged to spend among our neophytes. Properly classified and pigeon holed here, under the teacher's eye and hand, may be marshalled a store of material "pat" to "point a moral, or adorn a tale," or perchance to suggest a ready solution for that recurrent conundrum of "what next?" which oft doth

perplex the teacher ambitious to improve to its utmost the passing moment. The range of such illustrative collections is wide, and the surprise of it is to find how often, and in what unlooked-for ways, its resources are drawn upon.

A live *query box* should hold place among the furnishings of every well equipped class-room for the deaf. To dispose our pupils to ask questions intelligently on the subject-matter before them is, as we all know, one of our hardest tasks. The desire is there doubtless, otherwise they would not be Yankees, but a hesitation seems to lurk among them about putting this desire to know into words. Let this latent inclination of youth be fostered in every way and encouraged to declare itself. If the interrogation point be justly characterized as the "teacher's fish-hook," "turn about" here becomes "fair play," and if it be the fate of the unwary preceptor occasionally to get numbered with the caught, all the better for the pupil.

Again, without the conning of abstract phrases, the practice has been found very helpful in teaching *colloquial English* among others during the past year, of taking action-words, alphabetically if you choose, as for example "get," tracing the term through its Protean changes of application in getting "at," "around," "into," "over," "through," "by," and "out of," things, even though our disciples must pass with us through the gates of slang in "getting there." Is it not into this very free-masonry of speech in "every day clothes" that we should seek to initiate our candidates, if we are ever to make them at home in the vernacular? This lead has been followed for months in one of our classes with growing interest, and the class voluntarily petitioned that time be allowed them before term-closing to copy the results of their researches for future reference.

The value of the *facile crayon* as an auxiliary in teaching the deaf should not be overlooked. The ability, by a few deft strokes to outline to the eye a form illustrating, remotely even, and inartistically, it may be, to the pupil the subject before him, is one to be coveted and cultivated by every teacher of us. But if the ready crayon be not at hand, a shape pictured in ambient air may flash the idea with equal vividness and far greater rapidity,

aiding the judicious instructor effectively in securing that clear comprehension of a thought that must precede and pilot its expression in words. But we verge upon debatable ground,—the limbo of gesture-land !

Environment also, the *social atmosphere* of a well-organized and equipped school establishment, is undeniably a powerful factor in drawing forth the dormant, or repressed powers, of the young and impressionable. This is acknowledged to be the case with normal youth, whose parents gladly incur the expense and self-denial involved in sending them away to distant boarding schools for the sake of the educational associations they may offer. But notably is it true with our deaf children, the quickening of whose faculties, under class stimulus, at the very threshold of their school life, is oft-times little short of marvellous, as every teacher of the deaf can testify. And can parents do less for their deaf than for their hearing offspring in thus putting them in the way of training to the best purpose under time limitations their hampered powers ? Especially when the state steps forward and says "Come ; I make these youth my foster-children ; let them have all the advantages, for the time being, of the well-conducted private school coveted for their hearing brothers and sisters, free of cost !" Can an enlightened and generous public do more ? or less ?

Yet, why catalogue further, here and now, educational considerations that will naturally suggest themselves to all thoughtful teachers of the deaf, who pre-eminently among educators find themselves confronted by problems and conditions calling for the exercise of the highest originality in methods, as well as of patience beyond compare ?

Upon this common ground, trained though we may have been in differing methods, pledged as we are to one cause, we meet, extending, each to other, the "glad hand" of fellowship. *Viae diversae*, it may be, *destinatio una*, our ways converge to one goal and the same : the restoration to social kinship of those in danger, through force of untoward circumstances for which they are not responsible, of drifting apart from their kind ; by so arming them against fate that, though they may not, yet,

"by opposing, end" it, they may win from those about them honest praise for well directed endeavor, and the intelligent and inspiring sympathy that spurs on to high emprise.

He who opened the eyes of the blind and unstopped deaf ears no longer walks among us,—the "Man of sorrows, and acquainted with grief;" omnipotent in His sympathies, infinite in His patience; yet upon us, in all reverence be it said, who so imperfectly because, alas! humanly, though humanely, are striving to lighten, if we may not lift, a burden of humanity grievous to be borne, doth not His mantle, in a measure, rest?

As those, then, struggling to carry forward His work, let us broaden our own sympathies; let us "covet earnestly the best gifts" for these deaf, not dumb, even though voiceless, children of our native land; ever ready to adapt our methods to their varying needs, while conscientiously utilizing to the utmost, and seeking to extend, the time that an enlightened American public accords us. And if this inadequate presentation of it avails to bring afresh to your notice, fellow members of the Association, a question of vital moment to the deaf children and youth of this and of sister states which you represent, that of making their present educational opportunities more fruitful of results, while seeking to widen their scope, and of eliciting a free and frank expression of opinion from instructors and friends of the deaf here present, to the end that we may reach a clearer and a more sympathetic understanding of our relations, as such, to each other and to the public at large, the writer feels that this paper's modest purpose will have been fully served and your courteous attention have met its reward.

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THE IMPORTANCE OF A RIGHT BEGINNING.*

There is, after all, a far reaching truth in the old and time-worn expression of, "As the twig is bent, the tree is inclined," and it can pardonably be quoted now.

When we have in consideration the lives of so many hundreds of children deprived of hearing who are trying to cope with this great handicap, the question of the proper way to start these children—to launch these little ships on the tempest tossed sea of life, so as to make a happy, useful, and complete voyage—is one of great importance.

As teachers we feel this responsibility, and in response to the call on ourselves for the best efforts of which we are capable, are laboring to give these children every advantage and help that the intelligence and progression of the nineteenth century can afford.

To those unacquainted with the work of teaching the deaf child and, in fact, to the younger teachers, the great advance in the education in this department can scarcely be realized. From a state of almost total isolation from society, he is rapidly taking his right and just place with his fellow men. To walk into a sloyd room in our hearing schools and find the deaf boys working right along with their hearing brothers means a great deal to the ones who have been struggling all these years for such a condition and recognition for our children.

This has been practically demonstrated here this past year in the Los Angeles public school. Such is the case with the boys in the deaf department of the Spring street school. They enjoy the work and derive just the same benefit from it as do the other children. No difference is felt by the teacher who has charge of the sloyd department in the instruction of the deaf children and no difficulty is experienced in communicating with them.

* A paper read before Department XVI of the National Educational Association, at Los Angeles, Cal., July 12, 1899.

It used to be, and still is by many people, a fixed idea that because a child is deaf he is mentally deficient and is considered peculiar, with all the unpleasant significance possible attached to the word. And, in many cases, this opinion is justified by deaf children who are growing up without being helped to interpret the life around them and to acquire any use of language. The time is now at hand when the deaf child must be justly dealt with ; his education must fit him to mingle with, and be a living part of, the world.

This education can not begin too early. It is seldom the case where the parents can give the proper amount of help, as it requires a great deal of time, patience, and knowledge of teaching such a child. The mother cannot neglect her other duties entirely, and so it often happens that the child begins life with no idea of his proper relations, no sense of law, no conception of personal rights or ownership ; in fact, he is in his own mind the nucleus of the little world in which he lives. Selfish, obstinate, unlawful, and many more unpleasant adjectives describe him simply because he has not been able to adjust himself to life as he grew.

Realizing the urgent need for a close relation and hearty co-operation between parents and the children, there have been formed in many of our cities what is called "Mothers' Study Clubs." The benefits derived from such clubs are incalculable. The mothers really take an active interest in the school life. They hold regular and frequent meetings for the purpose of studying how they can best help in the training and education of their children at home. When the child goes home from school the teacher does not feel that her work is discontinued until next day, but that it will be helpfully carried on. To do this, of course, there must be a close relation between the mother and teacher ; the school room should be frequently visited, and not be a place totally unlike home. As much of home life and interests should be introduced into each day's work as is possible. It is surprising to see how readily very small children comprehend their relations, how soon you can develop the sense of *citizenship* in them.

From first to last, the great struggle in the education of the deaf child is to give him language and have him *use* it. The little hearing baby has words poured into his ears continually. He just learns to recognize the meaning of words, and then, as he begins to speak, remember how long before one real *plain* word is spoken. Now we certainly do not expect the deaf child after a few months of work to be able to do what the hearing child does after three years of hearing these words innumerable times each day. What we want is to have the child, as soon as possible, begin to *recognize* language and to use his vocal organs in natural baby babblings. In cases of children who are born deaf, no difference is detected in them until the time comes for them to speak. They laugh, cry, babble, just as does every normal baby. The kindergarten is one of the greatest blessings given to the deaf child. In addition to developing his mental, moral, and physical nature, it gives him a wonderful opportunity to acquire *language*. I shall not go into detail about the special things and their uses for meeting the needs of children. It is conceded by the thinking world today that the kindergarten is an essential factor in education, and as I have said before, the deaf child is quite as capable of comprehending and using material as any other. He is entitled to his share of the inheritance, and we have no right to withhold it. In our work we strive to have him see and feel the *relations* in life. Each day is followed in a logical sequence of work. To do this we have plans of work. Given a subject, it is taken up and developed in the natural way to the climax. The child is made to see each step. In the process of germination for instance, the box is prepared for the seeds, the soil is put in it, the seeds are planted, each day we help in this growth by keeping the box in the sun and keeping the earth moist. By and by the first little green leaf appears and the child's delight is unbounded. He feels an actual interest in that plant life. The care of it each day is a pleasure. It makes him feel his importance and that he is a necessity to something. He gets an insight into nature. In the games he is thoroughly at home. His interest is aroused, and he is anxious and willing to have the *language* for these *interests*. The activi-

ties, jump, skip, walk, hop, run, catch, come, stand up, sit down, etc., he learned in a most unconscious way. At first they are recognized from the lips and when he is anxious for a "run" around the circle to "catch" another child, he soon begins to speak these words. After the child understands that speaking is the method of communication, he soon learns to try to use it. The acquiring of language to the little child is slow and often laborious, but as I recall an instance of a mother for the first time hearing her little one say "love mamma," the amount of work sunk into insignificance in comparison to the happiness of that mother who had been waiting so long to hear the voice which she had thought silent forever speak her name. Men and women have spent their lives working for the children. Froebel and Pestalozzi have been quite as great benefactors of the deaf children as of the hearing. It is a matter long, long since without question, that the first years are the ones that need the most careful attention. No one would think of planting a choice flower and allowing it to simply grow without any care at all. Instead, it is placed in a nice sunny bed, is carefully watered, is watched and worked with each day. So in our Child Garden we must be painstaking and indefatigable gardeners.

HELEN TAYLOR,

Kindergartner for the Los Angeles Day School for the Deaf.

PROCEEDINGS (EXCEPT PAPERS AND LECTURES)
OF THE SIXTH SUMMER MEETING OF THE AM-
ERICAN ASSOCIATION, TO PROMOTE THE
TEACHING OF SPEECH TO THE DEAF,
HELD AT CLARKE SCHOOL FOR
THE DEAF, NORTHAMPTON,
MASS., JUNE 22-28, 1899.

(Continued from October number.)

BUSINESS MEETING.

The Annual Business Meeting of the Association was held Tuesday evening, June 27, 1899, at Clarke School, Northampton, Mass.

The meeting was called to order at 8 o'clock, President Bell in the chair.

The Secretary made a condensed statement of the work of the Association since its meeting at Mt. Airy, three years ago, as follows :

Beginning in November, 1896, President Gillett made tours visiting all schools for the deaf in the states east of the Mississippi River. These were continued till the winter of 1897-98,—since when illness has confined him to his home.

One thousand copies of the Proceedings of the Fifth Summer Meeting were published in a single volume. Copies were distributed to members, January, 1897. There was no Summer Meeting in 1897, but President Gillett and Dr. Bell were appointed a committee to co-operate with the Round Table for teachers of the deaf held in connection with the National Educational Association at their meeting in Milwaukee, Wis., in July, 1897. The attendance at the Round Table was large and the meetings interesting and profitable. Our Association was well represented. The papers read and the subjects presented were not limited

to speech teaching, but dealt with all the varied features of the education of the deaf.

The death of Hon. Gardiner Greene Hubbard, December 13, 1897, first Vice-President of the Association since its organization, left a vacancy on the Board of Directors that was filled by the appointment of Mrs. Gardiner G. Hubbard. Mr. Edmund Lyon was elected to the Executive Committee to fill the position made vacant by the death of Mr. Hubbard. Miss Caroline A. Yale was delegated to represent the Association at the Hubbard Memorial Meeting, held January 21st, 1898, in Washington. Miss Fuller, chairman of the necrology committee, presented the tribute of the Association to the memory of Mr. Hubbard. (Record of minutes, page 216. Copy on file.)

In 1898, the By-Laws were amended reducing the entrance and first year membership fee from \$3 to \$2.

Two conventions of teachers of the deaf were held in 1898, and it was therefore deemed inexpedient to hold a meeting of the Association that same year. Dr. Bell, Mr. Johnson, and Dr. Crouter were appointed a committee to co-operate with the Columbus Convention, to forward the work of the speech section. The Convention was notably a profitable gathering of instructors of th deaf, and the work of the speech section was most happily successful in making the teaching of speech to the deaf a prominent and attractive feature of the Convention. The membership of the Association was well represented.

The National Educational Association had appointed Dr. A. Graham Bell, chairman of the Local Committee and he was by the Board of Directors made the committee of the Association to co-operate with Dr. J. C. Gordon, President, Miss Sarah Fuller, Vice-President, and Miss Mary McCowen, Secretary of Department Sixteen of the N. E. A. Mrs. Gardiner G. Hubbard, representing the American Association to Promote the Teaching of Speech to the Deaf, tendered a reception to the members of Department Sixteen of the N. E. A., at her residence, Twin Oaks. The reception was largely attended and proved a most enjoyable feature of the occasion.

Dr. A. L. E. Crouter has been appointed first Vice-President to succeed Mr. Hubbard.

The Treasurer, Mr. F. W. Booth, has been appointed special agent of the Association, under Section II, Article 6, of the Constitution, with the title of General Secretary. He is to have charge of the publication of the ASSOCIATION REVIEW, and is to give his whole time to the work of the Association.

The publications of the Association are for sale to all persons. Copies may be obtained from either the Secretary, or Treasurer. (The list of publications and of prices is given with every copy of the Association publications.)

At the meeting of the Board of Directors this afternoon, Dr. Clarence J. Blake and Prof. Hartvig Nissen were elected honorary members of the Association.

The total registered attendance at Northampton was three hundred and fifty-eight (358) including one hundred and eighty-two (182) members, and one hundred and seventy-six (176) non-members. (See list of members and non-members at the conclusion of these proceedings.) The total membership at this time is three hundred and fifty eight (358.)

It was moved that the report be accepted and adopted. The motion prevailed.

Mr. Lyon moved that the Treasurer present his report in writing, to be printed in the forthcoming number of the ASSOCIATION REVIEW. The motion was adopted. (See Treasurer's Report at conclusion of these proceedings.)

The President : I will make an announcement of standing committees : The Executive Committee, consisting, according to our Constitution, of the President and four members of the Board : Dr. A. L. E. Crouter, Miss Caroline A. Yale, Mrs. G. G. Hubbard, Mr. Edmund Lyon, and the Secretary of the Association, Dr. Z. F. Westervelt, ex-officio. Finance Committee : Mr. Edmund Lyon, whose term will expire in one year, Dr. A. L. E. Crouter, whose term will expire in two years, and Mr. R. O. Johnson, whose term will expire in three years. Committee on Necrology : Miss Sarah Fuller and Mrs. G. G. Hubbard.

The chief business before us tonight is the election of three Directors, to fill the places of retiring Directors, Dr. Philip G. Gillett, Miss Sarah Fuller, and Dr. Z. F. Westervelt. The Constitution states that nominations shall be placed in the hands of both the President and Secretary at least one month prior to the day of election, and no person not so nominated can be eligible. I will ask the Secretary, therefore, what nominations have been made in harmony with the law.

Dr. Westervelt : The only names thus placed in the hands of the President and Secretary are those of Dr. Philip G. Gillett, Miss Sarah Fuller, and Z. F. Westervelt, who, accordingly, are the only persons nominated to succeed those whose terms of office expire at this time.

Mr. Lyon : This election must be by ballot, and I move that the Secretary be authorized to cast one ballot for the parties named. Adopted.

The President: In accordance with the ballot I declare Dr. Philip G. Gillett, Miss Sarah Fuller, and Dr. Z. F. Westervelt elected as Directors of the Association for three years.

Dr. J. C. Gordon : WHEREAS, It appears that no provision has been made for an enumeration of the blind, or of the deaf, commonly known as "deaf and dumb," or "deaf-mutes," in the census of 1900, and,

WHEREAS, The enumerations hitherto made and returns tabulated for every decennial census since the year 1850 have been especially useful, and valuable, and interesting to the educators of these classes and have undoubtedly resulted in extending the blessings of an education to large numbers of the blind and of the deaf, and,

WHEREAS, the enumeration of these classes is a matter of great importance to the blind, and to the deaf, and to those who are seeking their welfare, therefore, be it

Resolved, That Dr. Alexander Graham Bell, President of the American Association to Promote the Teaching of Speech to the Deaf, and four others to be appointed by him* shall con-

* Committee on the Census: President A. G. Bell, Dr. Joseph C. Gordon, Dr. A. L. E. Crouter, Hon. Edmund Lyon, Mr. F. W. Booth.

stitute a committee on behalf of this association with full power to take such steps as may be necessary to secure an enumeration of the blind, and of the deaf, and of the deaf-blind in the next census. This committee is requested to confer with the Honorable Wm. R. Merriam, Director of the Census, and Dr. Fred H. Wines, Assistant Director, in order to secure under the existing law, if possible, an enumeration of the classes herein referred to upon schedules which shall include at least the name, residence, age, parents' names in case of minors, sex, race, and age at which deafness or blindness occurred. If it shall appear that an amendment to the law is necessary in order to secure the enumeration aforesaid, this committee is hereby requested and empowered to appear before the proper officers of the United States Government, and Committees of the Congress of the United States, and to make use of every endeavor to secure a proper amendment of the law. Adopted.

Miss Yale : *Resolved*, That this Association most heartily approves the suggestion of Dr. Clarence J. Blake that the American Otological Society be urged to undertake a thorough examination of children in schools for the deaf throughout the country, for the purpose of classification as to causes of deafness, and also as to treatment, and that this Association pledges itself to urge upon heads of schools the forwarding of such work. Adopted.

Adjourned.

CLOSING EXERCISES.

The closing exercises of the Sixth Summer Meeting were held Wednesday morning, June 28, 1899.

The meeting was called to order at 11 o'clock, President Bell in the chair. Resolutions being in order the following were offered :

By Dr. Z. F. Westervelt : *Resolved*, That the Association holds in grateful remembrance the faithful services rendered by Dr. Philip G. Collett, as President of this Association, both at our Summer Meetings and during his visits to schools, and deeply regrets that illness has prevented his attendance at this meeting

and the performance of his accustomed part in the work of our Association, and extends to him hearty sympathy. Adopted.

By Mr. Richard O. Johnson : *Resolved*, That the thanks of the American Association to Promote the Teaching of Speech to the Deaf be and are hereby tendered to the Board of Corporators of Clarke School for its great kindness in all its preparations for this Association Meeting ; and that we extend assurances of our very hearty appreciation of its solicitous regard for our welfare and pleasure. Adopted.

By Dr. J. C. Gordon : *Resolved*, That the grateful thanks and high appreciation of this Association be and hereby are tendered to Principal Caroline A. Yale for the admirable arrangements made and carried into effect under her supervision for the Sixth Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf, for her uniform attention and courtesy to all the members whose good fortune it has been to be present, and for her efforts in promoting the success of the Association in every possible way.

The resolution is very imperfect because we wish also to express the thanks of the whole profession, and of all who are interested in any way in the welfare of the deaf, for the influence which Miss Yale has exerted from this mount of advantage upon every school in the land. Her daughters are with us, and I am sure her grandchildren will "rise up and call her blessed" in every school in the land.

The President : I need not ask whether this resolution is seconded. All those in favor of the adoption of this resolution will please signify it by standing. As all are standing it is not necessary to put the negative side.

By Miss H. E. Hamilton : *Resolved*, That the thanks of this Association are hereby tendered to the teachers who have conducted the class-room work to the great benefit and edification of all who have gathered here. Adopted.

Mr. H. F. Mitchell : I think it has been the practice of this Association to extend the thanks of the body to the several railroads which have extended to us the courtesies of reduced railroad rates, and I move that we do now extend our thanks to

the many railroads to which we are thus indebted. **Adopted.**

Mr. F. W. Booth : There is perhaps no institution in this country that has done more good in proportion to the recognition it has received for it than the subject of this resolution. I therefor offer it :

Resolved, That this Association wishes to express the appreciation of its members of the great service that has been rendered them and the work of the education of the deaf in general by the Volta Bureau ; and also its thanks to the Hon. John Hitz, Superintendent of the Volta Bureau, for his thought for every interest of the deaf throughout the world, and his many past favors to the members of this Association. **Adopted.**

Mr. Edmund Lyon : It is with great pleasure that I offer the following resolution :

Resolved, That our thanks are tendered to Dr. Alexander Graham Bell for his kindly, sympathetic, and dignified administration as president of the proceedings of this meeting, and for his great and continued liberality which makes not only the continuance but the enlargement of the scope of this work possible.

The Secretary : All those in favor of this resolution, please rise. The resolution is unanimously adopted.

By Dr. J. C. Gordon : *Resolved*, That the thanks of this Association be rendered to the teachers who have acted as ushers and who have been untiring in their efforts to entertain us and to make every feature of the Clarke School a help to visiting members. **Adopted.**

The benediction was pronounced by Rev. Wm. D. Bridge, after which the President said : The Sixth Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf will now stand adjourned *sine die*.

THE TREASURER'S REPORT.

The Treasurer submitted the following report of moneys received and disbursed by him for the three years from July 9, 1896 to June 30, 1899:

RECEIPTS.

Balance in hand, July 9, 1896	\$716 22
Income from invested funds	3728 22
Dues	1153 00
Alex. Graham Bell, subscriptions	3000 00
Bernard L. Douredoure, life-membership	50 00
L. S. Fechheimer, subscriptions	75 00
Sales of publications	53 53
Interest on deposits	35 08
Philip G. Gillett, excess expense charge returned	1 60
	\$8812 65

DISBURSEMENTS.

Philip G. Gillett, President, salary	\$5208 37
Pennsylvania Institution for the Deaf and Dumb, board of delegates	31 70
Printing	558 21
Short-hand reporting	239 97
Translating	41 40
Philip G. Gillett, President, expenses	310 93
Z. F. Westervelt, Secretary, postage, express, etc.	64 74
F. W. Booth, Treasurer, postage, express etc.	67 83
Volta Bureau, postage, express, etc.....	37 13
Dr. Harrison Allen, lectures and illustrations	60 00
Chas. J. Bell, Trustee, three life-membership fees	150 00
Z. F. Westervelt, Secretary, salary	450 00
F. W. Booth, Treasurer, salary	450 00
Caroline A. Yale, expense for lectures	120 00
Balance	1022 37
	\$8812 65

MEMBERS PRESENT AT THE SIXTH SUMMER
MEETING.

ALABAMA.

Alabama Institute for the Deaf.
Miss Alice W. Ely.

COLORADO.

Colorado School for the Deaf and Blind.
Miss Rebecca E. Sparrow.

CONNECTICUT.

American School for the Deaf.

Dr. Job Williams,
Dr. G. O. Fay,
Miss Elizabeth Fay,
Mr. George F. Stone,

Mr. Abel S. Clark,
Miss Mary L. Geer,
Miss Emma Atkinson,
Miss Frances I. Brock.

Mystic Oral School.

Mrs. Clara M. H. McGuigan,
Miss Ella Scott,
Miss Maud L. Emerson,
Miss Elizabeth Strickland.

Miss Elizabeth M. Lyman,
Miss Nellie B. Cobb,
Miss Laura J. Stearns,

FLORIDA.

Florida Institute for the Deaf and Blind.
Miss Candace A. Yendes.

ILLINOIS.

Illinois Institution for the Education of the Deaf and Dumb.

Dr. J. C. Gordon,
Miss Anna Morse,
Miss Eliza Kent,
Miss Helen L. Palmer,
Miss Margaret J. Stevenson,
Miss Mary L. Martin,

Miss Jane V. Gillett,
Miss Edith Wyckoff,
Miss Margaret Byrns,
Miss Helen M. Rawlings,
Miss Emma J. Hoyt,
Miss Idella Walton.

INDIANA.

Indiana Institution for the Education of the Deaf and Dumb.

Mr. Richard O. Johnson,
Miss Evalyn Heizer,
Mr. Utten E. Read,

Miss Elizabeth Ray,
Miss Amelia De Motte,
Miss Lucy E. Robinson.

KENTUCKY.

Miss Lizzie A. Foley.

LOUISIANA.

Louisiana Institution for the Education of the Deaf and Dumb.

Mr. Charles P. Gillett.

MARYLAND.

Maryland School for the Deaf and Dumb.

Miss Mary P. Tucker.

Miss E. Frances Hancock.

MASSACHUSETTS.

Dr. Clarence J. Blake,
*Hon. F. B. Sanborn,
Miss Harriet B. Rogers,
Mrs. Abby Locke Stone,
Miss Susan E. Littlefield,

Sister Mary Martina,
**Mr. Walter F. Morse,
Prof. John M. Tyler,
Sister Mary Austin,
Mrs. George Hutchins,

**Miss Bertha Howes.

Clarke School for the Deaf.

Miss Caroline A. Yale,
Miss Frances W. Gawith,
Miss Bessie N. Leonard,
Miss Katherine Fletcher,
Miss Ruth Witter,
Miss Mary E. Everett,

Miss Cora L. Blair,
Miss Rachel M. Wilcox,
Miss Alice M. Field,
Miss Emily A. Babb,
Miss Julia Grosvenor,
Miss Martha A. Stannard.

Horace Mann School for the Deaf.

Miss Sarah Fuller.
Miss Ella C. Jordan,
Miss Sarah A. Jordan,
Miss Mary F. Bigelow,
Miss Kate D. Williams,

Miss Sallie B. Tripp,
Miss Ida H. Adams,
Miss Josephine L. Goddard,
Miss Kate F. Hobart,
Miss Mabel E. Adams,

Miss Stella E. Weaver.

New England Industrial School for Deaf-Mutes.

Miss Nellie H. Swett,

Miss Grace H. Rose.

MICHIGAN.

Michigan School for the Deaf.

Mrs. Thos. P. Clarke.

Detroit Day School.

Miss Lizzie Donohoe.

MISSISSIPPI.

Mississippi Institute for the Education of the Deaf and Dumb.

Francis Gillespie.

* Member of the Board of Corporators of Clarke School, Northampton, Mass.

** A graduate of Clarke School, Northampton, Mass.

MISSOURI.

Missouri School for the Deaf and Dumb.

Miss Anna C. Allen.

NEW JERSEY.

Miss Mary E. Unkart.

New Jersey School for Deaf-Mutes.

Prof. Weston Jenkins,

Mrs. R. Keeler,

Miss Agnes March.

NEW YORK.

Mr. Edmund Lyon,

Miss Bessie B. Pond,

Miss Olive E. D. Hart,

Miss Mary H. Carroll.

Mrs. Edward F. Timmerman,

Mrs. Walter H. Camp.

Albany Home School.

Miss Mary McGuire.

New York Institution for the Instruction of the Deaf and Dumb.

Prof. Enoch H. Currier,

Mr. E. S. Burdick,

Mrs. Enoch H. Currier,

Miss Margaret McGill,

Mr. Thomas F. Fox,

Miss Harriet C. Hall,

Miss Prudence Burchard,

Miss Helen B. Andrews.

Institution for the Improved Instruction of Deaf-Mutes.

Mr. H. F. Mitchell,

Miss Frances S. Lowrey,

Mr. E. A. Gruver,

Miss Margaret R. Marshall.

Miss Carrie H. Summers,

Miss Elizabeth J. Smith.

Northern New York Institution for Deaf-Mutes.

Mr. Edward C. Rider,

Miss Lillian W. Curd,

Miss Belle Howard.

Western New York Institution for Deaf-Mutes.

Dr. Z. F. Westervelt.

Miss Harriet E. Hamilton,

Mrs. Z. F. Westervelt,

Miss Harriet Andrews,

Miss Catharine A. Angell.

Wright-Humason School.

Miss Nora Pettibone,

Miss Olive L. Reamy.

OHIO.

**A. Lincoln Fechheimer.

PENNSYLVANIA.

Rev. Wm. D. Bridge,

Mr. W. Wade.

Pennsylvania Institution for the Deaf and Dumb.

Dr. A. L. E. Crouter,

Miss Lina Hendershot,

Mr. F. W. Booth,

Miss Emma R. Thompson,

Miss Florence C. McDowell,

Miss Georgie I. Stevens,

Mr. John P. Walker,

Miss Hannah C. Wells,

Mr. S. G. Davidson,

Miss Annie E. Jameson,

Mr. E. S. Thompson,

Miss Katherine D. Partridge

** A graduate of Clarke School, Northampton, Mass.

Mr. Louis C. Butler,
Mr. John A. McIlvaine, Jr.,
Mr. Barton Sensenig,
Miss Susan E. Bliss,
Miss Ella S. Dawson,
Miss Kate E. Barry,
Miss Maria A. Rogers,
Miss Lillian B. Lackey,
Miss Jean A. Christmas,

Miss E. May Watts,
Miss Mary M. Beatty,
Miss Mattie F. Metcalf,
Miss Grace L. Wright,
Miss Catherine B. Thorne,
Miss Frances Lucas,
Miss Mary London,
Miss Louise Young,
Miss A. Evelyn Butler.

Pennsylvania Oral School for the Deaf.

Mr. James T. Geddes,
Miss Mary Church,
Miss Anna M. Richards,
Miss Gertrude C. Williams,

Miss Ada R. King,
Miss Mary E. Conner,
Miss Rachel Conner,
Miss Lillian Ballou.

Western Pennsylvania Institution for the Education of the Deaf and Dumb.

Miss Frances Barker,
Miss Elizabeth L. Thompson.

SOUTH DAKOTA.

South Dakota School for Deaf-Mutes.

Miss Dora Donald.

UTAH.

Utah State School for the Deaf and Dumb.

Mr. Edward P. Clarke.

WASHINGTON, D. C.

*Dr. Alexander Graham Bell,
Mrs. Alexander Graham Bell,
Mrs Gardiner G. Hubbard,

Miss Elsie May Bell,
Miss Marion H. Bell,
Mr. Arthur W. McCurdy.

Gallaudet College.

President E. M. Gallaudet,
Prof. Percival Hall,

Dr. E. A. Fay,

CANADA.

Fredericton Institution for the Education of the Deaf and Dumb.

Miss Irene Woodbridge.

Halifax Institution for the Deaf and Dumb.

Mr. J. Fearon,
Mr. S. H. Lawrence,
Miss Julia R. Bateman,

Miss Agnes Johnson,
Miss Mary S. Grant,
Miss Blanche Macdonald.

Mackay Institution for Protestant Deaf-Mutes and Blind.

Mrs. H. E. Ashcroft,

Miss Sibelle F. King.

Ontario Institution for the Deaf and Dumb.

Mr. Robert Mathison,

Miss Ida M. Jack,

Miss Caroline H. Gibson.

* Member of the Board of Corporators of Clarke School, Northampton, Mass.

PERSONS PRESENT AT SIXTH SUMMER MEETING.

NOT MEMBERS.

ALABAMA.

**Mr. Robert Pollak.

CONNECTICUT.

Mrs. Abel S. Clark,

Miss Marie M. White,
Miss Alice S. Williams.

GEORGIA.

Mrs. Henry T. Lewis,

Miss Marie M. White,

ILLINOIS.

Miss Julia Hoyt,

Miss Jennie Young.

INDIANA.

Mrs. Richard O. Johnson,

Mrs. H. M. Stanton.

MASSACHUSETTS.

*Hon. Wm. P. Strickland,
 *Dr. Franklin Bonney,
 *Hon. John G. Hammond,
 *Prof. George F. Mills,
 President L. Clark Seelye,
 Superintendent J. H. Carfrey,
 Prof. Wm. G. Smith,
 Prof. J. Everett Brady,
 Rev. Edwin A. Grosvenor,
 Mrs. Edwin A. Grosvenor,
 Mr. Edward Grosvenor,
 Miss Lillian W. Grosvenor,
 Rev. Father Kenney,
 Mrs. Wm. P. Strickland,
 Miss Blanche Strickland,
 Dr. Christopher Seymour,
 Dr. Alfred H. Hoadley,
 Dr. Arthur G. Minshall,
 Mrs. George Tucker,
 Prof. Irving F. Wood,
 Prof. Arthur C. Boyden,
 Prof. Wm. A. Clark,
 Dr. Thos. M. Balliet,
 Rev. Henry T. Rose,
 Mr. Wallace H. Krause,
 Mrs. Wallace H. Krause,

Miss Eva M. North,
 Miss Edith Smith,
 Miss Mary Smith,
 Miss Mary L. Root,
 Miss Adeline E. Pease,
 Miss Mary J. Eddy,
 Miss Kate A. Boyce,
 Miss Jennie M. Rogers,
 Miss Evelyn Harvey,
 Miss Gertrude Dunham,
 Miss E. A. Cummings,
 Miss Lillian C. Lentell,
 Miss Sarah Haskins,
 Miss Helen M. Severance,
 Miss F. E. P. Hinkley,
 Miss Edith M. Buell,
 Miss Mabel K. Jones,
 Mr. Robt. B. Weir,
 Mr. Wm. B. Blandin,
 Miss Caroline Blodgett,
 Miss Grace Dustan,
 **Miss Sadie M. Eaton,
 **Miss Clara M. Knox,
 **Miss Florence Chapman,
 **Mr. Heber Haynes,
 **Miss Alice Ware,

* Member of the Board of Corporators of Clarke School, Northampton, Mass.

** A graduate of Clarke School, Northampton, Mass.

Mrs. Clarence R. Gardner,
Mrs. J. Weir,
Miss Mary Weir,
Mrs. Everett C. Stone,
Mrs. Wallace B. Blandin,
Mrs. Wm. G. Basset,
Miss Caroline B. Daniels,
Miss Jennie E. Willoughby,
Miss Gertrude L. Dustan,

Mrs. Justin Ware,
Miss Helen A. Fernald,
Miss Gertrude Bowden,
Mr. Albert S. Howard,
Miss Virena Warburton,
Miss Mary Whitney,
Miss Robinson,
Mr. Frank C. Lyman,
Miss Fanny Bass,

PUPILS OF CLARKE SCHOOL RETAINED FOR CLASS-ROOM WORK.

Ludovic Verner,
Jesse E. Lyman,
Robert C. Williams,
Jennie E. Maguire,
Albert Howard,
Mary C. Goddard,
Mary A. Lepine,
Eugenie Buchanan,
Mary E. Severance,
Florence Smith,
Eunice P. Cowles,
Elsie M. Stone,
L. Belle Potter,
Emma Alden,
Goldie M. Peters,
Florence Wallace,
Emil H. Cole,
Howard Backus,
James Donovan,
Joseph Kremer,
J. Lewis Tuttle,
Kate Winn,
Annie Radley,
Mary Mullane,
Grace Lanigan,

James Mullaney,
Charles A. Dodge,
Ambrose E. Young,
Harry Corey,
Charles F. Trowt,
Margaret Fitzsimmons,
Grace Eaton,
Sadie Shores,
Carlotta Walker,
Joseph Garside,
Walter McConchie,
George O'Brien,
Harry Greenlaw,
Stephen C. Ware,
G. Clifford Carson,
Henry Bilodeau,
Matthew L. Coneys,
Thomas McCue,
Raymond Rock,
Samuel King,
James B. Coon,
Julia Lyons,
Frederick B. Chapin,
Hattie E. Marsh,
Louis Blanchard.

MICHIGAN.

Mr. Thos. P. Clark.

NEW HAMPSHIRE.

**Mr. Melville Wheeler,
**Mr. Homer Wheeler,

**Miss Mina Sullivan,
**Mr. Frederick P. Curtice.

NEW JERSEY.

Miss Mary Tilson.

NEW YORK.

Mr. Walter H. Camp,
Mr. I. B. Gardner,
Mr. W. H. Van Tassell,
Mrs. E. S. Burdick,

Miss Minerva E. Comstock,
Miss Julia Connery,
Miss Lydia M. Cooke,
Miss Mary B. Shaw,

** A graduate of Clarke School, Northampton, Mass.

Miss E. E. Buckingham,
 Miss Stella B. Hanmer,
 Miss A. Louise Steadman,
 Miss Fayette Peck,
 Miss F. G. S. Smith,
 Miss Annie D. Ward,
 Mr. T. F. Driscoll,
 Mrs. A. L. Driscoll.

Miss Margaret J. Worcester,
 Miss Sarah L. Summers,
 Mrs. A. Whittaker,
 Miss Vinnie L. Wood,
 **Mr. Frank Aiken,
 **Mrs. Frank Aiken,
 Mrs. N. P. Pond,
 Miss Pond.

NORTH CAROLINA.

Miss Flora L. Dula.

PENNSYLVANIA.

**Mrs. S. G. Davidson,
 Miss Elizabeth A. Stone,
 Miss Cora Price,
 Miss Grace Williams,

Miss Louise E. Sparhawk,
 Miss Elizabeth Young,
 Dr. J. I. McGuigan,
 Miss Helen M. Merriman,

Miss Martha Taylor.

SOUTH DAKOTA.

Miss Linnie Haguewood.

VERMONT.

**Mr. George Buckingham.

WASHINGTON, D. C.

Mrs. Okie,

Miss Grace Okie.

** A graduate of Clarke School, Northampton, Mass.

REPORT OF THE COMMITTEE ON NECROLOGY.*

LUCY BURROWS McMASTER.

In the death of Lucy Burrows McMaster, October twentieth, 1896, the Rochester school for the deaf suffered the loss of a teacher whose place it is difficult to fill. Though it is now almost three years since she left us, she is still missed by the school and the various interests with which she was in touch. The beauty of her character and her earnest faithfulness,—seeking out every opportunity for doing good, made her a most valued member of the Institution household.

In the fall of 1882, she entered upon her work as a teacher of the deaf, taking charge of the classes of adult beginners, at the Rochester school. Her interest and skill was so great that her school-room was always an attractive place to visitors. It is difficult to summarize a life so unselfishly devoted as hers was to the absorbing interests of school work. During the last seven years she had charge of several of the classes in speech in the senior department, where her labors were most successful. Miss McMaster allowed no opportunity for growth or cultivation to pass by. As an active member of the American Association to Promote the Teaching of Speech to the Deaf and a regular attendant at our Summer Meetings, she was ever ready to receive new ideas and to profit by them. Her work in moulding the character of the boys and girls under her instruction was marked by enthusiasm and devotion and by a happy accomplishment of much that she desired. Her associates had for her great respect and admiration, and her pupils loved her most devotedly.

Z. F. WESTERVELT.

* Made to the Sixth Summer Meeting, held at Northampton, Mass., June 22-28, 1899.

HARRISON ALLEN, M. D.

Dr. Harrison Allen was born in Philadelphia, on April 17th, 1841. His family belonged to the Society of Friends, and he was descended from Samuel Allen, who came from England with William Penn, in 1682.

Dr. Allen's school training was gained in the public schools of his native city, and he graduated from its high school. He began his professional studies in the office of Dr. J. Foster Flagg, with the intention of becoming a dentist. He entered the Medical Department of the University of Pennsylvania in 1859, and graduated as a Doctor of Medicine in March, 1861. During the ten months following, he was a resident physician in the Philadelphia Hospital (Blockley).

On January 31st, 1862, he was appointed an acting assistant surgeon in the United States Army, and served actively through the Civil War, being advanced rapidly, in appreciation of his exceptional executive ability, until, at the time of his resignation from the service, on December 1st, 1865, he held the rank of brevet-major in the U. S. Army.

As an appreciation of his scientific work in Zoology, Dr. Allen was given, in 1866, the professorship of Zoology and Comparative Anatomy in the auxiliary faculty of Medicine in the University of Pennsylvania. In 1879, Dr. Allen was elected professor of Physiology in the medical faculty of the University of Pennsylvania. He resigned this chair in 1885, owing to the increasing demands of his private practice. He retained the professorship of Zoology and Comparative Anatomy at the University during the remainder of his life, and continued to perform an immense amount of scientific work while attending to the demands of a very large practice.

Dr. Allen died in November, 1897.

It will be seen from this brief outline of his busy life, that, perhaps, the least part of Dr. Allen's career belongs to the mere practice of medicine. He was distinctively an original investigator in the fields of zoology and anatomy; yet his work in practical medicine was of great value, especially in relation to the anatomy and surgery of the nasal chambers.

Dr. Allen's scientific work is embraced in ninety-seven publications ; his strictly medical writings number about one hundred and ten.

His most important medical publication is a "System of Human Anatomy, including its Medical and Surgical Relations," 1883, an immense work, a life-work in itself. Another most important medical publication is, "A Clinical Study of the Skull," one of the Toner Lectures, published by the Smithsonian Institute.

In Zoology, perhaps Dr. Allen's most important work is embraced in a monograph and numerous other publications on the bats of North America. But in the vast field covered by his scientific work, it is difficult to discriminate as to the value and importance of any one production, in the life of a man who did so much that is worthy of the highest praise.

In his character, Dr. Allen presented the rare combination of the earnest scientific investigator, the scholarly and dreamy recluse, and the active man of affairs. This complexity of interests and activities in his life gave him wide acquaintance among men of letters and science; perhaps, too, it prevented a full knowledge of the man himself, and a thorough appreciation of his value, except by a few intimate friends.

ARTHUR AMES BLISS.

ISAAC LEWIS PEET, LL. D.

Isaac Lewis Peet, LL.D., the third principal of the New York Institution for the Instruction of the Deaf and Dumb, 1867-1893, and principal emeritus 1893-1898, passed from earth on the 27th of December last, at the ripe age of 74 years. He was born December 4, 1824, at the American School for the Deaf, at Hartford, Conn., where his father, Harvey Prindle Peet, then filled the double position of teacher and steward. His English education was conducted primarily by Miss Bridgman, a lady who lived in the family of his parents, and taught him and his two brothers, Edward and Dudley. When thirteen years old, he attended the Christy and Atchinson school, in the basement of the New York University, for one year, and afterwards, for two

years, the Grammar School of the University, of which Mr. Leckie, an eminent Scotch teacher, was head. Mr. Leckie's analytical methods were admirable, and exercised a permanent influence upon his mode of thought, and probably this offers the key to the power Dr. Peet possessed of disentangling the intricate and making the obscure plain, qualities which distinguished him as a teacher.

He was graduated from Yale in 1845, with rank that entitled him to membership in the Phi Beta Kappa society, and he received the degree of M. A. from Yale in 1849. He at once became a professor in the New York Institution for the Instruction of the Deaf and Dumb, where his father was Principal. While teaching, he pursued the study of theology in the Union Theological Seminary, and was graduated in 1849, but was never ordained. In 1867, upon the retirement of his father, after thirty-six years' service. Dr. Peet was elected his successor, and filled the office of Principal for twenty-five years. Columbia granted him the degree of LL. D. in 1872. He was a prolific and scholarly writer on all subjects relating to the deaf. Among his chief works are, "A Monograph of Decimal Fractions," "Language Lessons for the Deaf and Dumb," "A Manual of Vegetable Physiology," and "The Psychical Status and Criminal Responsibility of the Uneducated Deaf and Dumb."

Dr. Peet was for years a member of the Executive Committee of American Instructors of the Deaf, and although a devout Presbyterian, he was a leading member of the Church Mission to Deaf-Mutes and of the committee in charge of the Gallaudet Home for Deaf-Mutes. He was Vice-President of the International Congress of Instructors of the Deaf, held in Milan, Italy, in 1880, and in 1892 was President of the Conference of Principals of American Schools for the Deaf. He was the first President of the Washington Heights Century Club. In 1886 he was elected President of the Medico-Legal Society, and was also Honorary Vice-President of the J. Hood Wright Memorial Hospital, and a member of the Yale Alumni Association of New York, and of the American Association to Promote the Teaching of Speech to the Deaf.

Dr. Peet was a teacher of marked and extraordinary ability, and no better idea of the estimation in which his work as a teacher was held can be given than by quoting from one of his most gifted pupils :

"He was a painstaking teacher, for he never neglected the dull pupil for the bright one. Some one has truly said that 'to him a teacher who did not love his work and had to be driven, was something he could not understand, while a dull pupil was a problem to be solved.' Here is the secret of his success ; he loved his work. His illustrations were always forcible and clear, and it was a feeble mind that could not grasp his meaning. How well we remember his ingenious methods of illustrating some example in chemistry or natural science when language failed to convey his meaning."

In manner he was mild, forbearing and kind, but woe to the boy who roused him by some misdoing, for his wrath was terrible, and the lesson given then must have been impressed on that boy's mind for all time. He had such a high regard and reverence for the gentler sex that the willful, mischievous, or lazy girls got off much better than they deserved. Dr. Peet encouraged reading during leisure moments in the school-room, but would always insist on history or essays for the semi-mutes, and allow the deaf-mute to have novels. When some would protest, he would explain, in his kind way, that the semi-mute already having an understanding of the language, needed information and style most, while the deaf-mute would profit by the conversational form in novels.

"Teaching will always be a pleasure to me. When I am tired of the cares of state, I will go to the class-room for a rest," said he upon being congratulated upon his accession to the principalship. Indeed, teaching had for him a fascination he could not resist, and even as Principal he was more frequently to be found in the class-room than in his office. The natural result followed that his large daily mail was occasionally neglected, and being in arrears, he gained the unfair reputation of tardiness in his correspondence, few comprehending the excusable cause of delay. Knowing him intimately, both in his official

and private characteristics, the writer has often marvelled at the versatility of his rare intellectual powers. He was constantly at work for the accomplishment of great purposes, toiling much, enduring much, fulfilling much. His mind was ever in the work of education, teeming with ideas, fertile in invention, clear and forcible in the practical illustration of knotty points, never weary, never discouraged.

He was a friend, a benefactor, a father to those who had the good fortune to have come under his ministration, and being a man of great beauty of character he had upon his pupils the most powerful moral influence.

As Principal, Dr. Peet followed closely on the lines laid down by his father. He was an unflinching believer in, and a stalwart advocate of, the combined system, holding that the language of signs was to the deaf what the sound of the spoken word was to the hearing. In this belief it was his practice to require his pupils to make responsive signs for every word written or spelled on the fingers in their presence ; when they came to a word new to them, to have the teacher enter into a full explanation of it by means of signs, actions, illustrations, and objects, with the view of impressing indelibly upon the mind the meaning of the word in all its usual relations. Everything communicated in this way, the pupils were required to write out afterwards.

He also employed the plan of having *every* pupil taught articulation and speech reading, using in this connection the Bell's "Visible Speech" symbols. Finally in the recitation of a lesson, Dr. Peet recommended that the pupil (1) spell on the fingers, (2) write it, (3) make signs for it, (4) speak it. In this way, he held, is produced the true "Combined System," which embodies the best features of both oral and manual teaching.

Dear old Doctor Peet ! Was there ever a more lovable man ! His character as a man and a Christian was one of beauty. Constitutionally courteous and reserved, an intimate acquaintance with him was necessary to an accurate estimate of his worth. Possessing so great intellectual force, his courteous diplomacy in place of direct shoulder blows, may, possibly, have

often been wrongly interpreted, but he was pre-eminent in all his relations for uniform courtesy and great tenderness of heart.

The services he gave to the uplifting of mankind through a period of more than half a century will secure for him until time shall be no more prominent place in the history of the education of the deaf in this country.

ENOCH HENRY CURRIER.

HARRIET ANN GOODE GILLETT.

In the death of the subject of this short sketch, there passed from the membership of the American Association to Promote the Teaching of Speech to the Deaf one who was, in point of age, probably one of the oldest members. She was Harriet Ann Goode Gillett, born in Warren County, Ohio, August 24, 1813. She came of substantial Virginia stock, and took pride in tracing her ancestry to the Huguenots. She was married in 1813 to Samuel Trumbull Gillett, who at that time was in the service of the United States Navy. She was a woman of intense convictions and characteristics. This was evidenced when she heartily co-operated with her husband in his determination, after a cruise in the Holy Land which gave rise to religious impressions, to resign his commission and enter the ministry of the Methodist Episcopal Church. She had been ambitious for him to achieve the highest naval rank, but entered as heartily into his new avocation, feeling, with him, that it was a divine call. In her sphere as a minister's wife, by her strong personality, natural refinement and Christian character, she exerted a salutary influence upon those with whom she came into contact, and thus won for herself friends and admirers. This was true to a remarkable degree as concerned young people whom she delighted, even in her advanced age, to have about her. She further manifested her spirit by her intense interest in the success of her son, Philip G. Gillett, in the noble work of educating the deaf that he had entered. This was particularly true after he was honored with the Presidency of the American Association to Promote the Teaching of Speech to the Deaf, and because of this distinction conferred upon him

she felt a deep interest not only in the welfare of the Association, but in individual members as well, as she became acquainted with them at the Summer Meetings which she attended with so much pleasure. Many of these friends she admired and loved. She died very suddenly December 17, 1896, death occurring as she was taking her seat at the breakfast table.

CHARLES P. GILLETT.

HENRY NOEL FELKEL.

Henry Noel Felkel, who went to his eternal reward February 11, 1897, at St. Augustine, Florida, was a native of that state and had been for many years prominent in the work of education throughout the peninsula. He was in fact the pioneer in institute work in his state, having conducted the first one in 1882. He had delivered hundreds of lectures in all sections of Florida, and was one of its most widely known instructors.

An educator by heredity, training, and experience, he was held in the highest esteem by the members of his chosen profession, and for four successive terms was elected to the office of County Superintendent.

During this time he was appointed Professor of English Literature and Physics in the West Florida Seminary, the oldest endowed institution in the state, which had previously conferred upon him the degrees of A. B. and M. A.

In 1886, he was elected to the Principalship of the Tallahassee public schools, and during that year he organized the Leon Academy.

He was appointed Principal of the State Normal College at De Funiak Springs, in October, 1887, and during his term of service there his portrait, with those of other distinguished educational leaders, was placed upon its walls. This position he resigned in June, 1893, to accept the more onerous one of Superintendent of the State School for the Deaf and the Blind at St. Augustine.

Realizing his utter isolation from the deaf children by whom he found himself surrounded at the opening of school, he at once set about the task of familiarizing himself with the different

modes of communication and methods of instruction of these children, and his first, last, and greatest ambition was to conduct this work in the best possible manner. His studies in this line supplemented by his previous broad experience as a teacher, soon lighted up the dark vista before him and made him a valued and valuable member of our noble body of workers.

In the midst of his arduous labors here, he found time to give expression to his poetic fancies in "Pictures Amid Palms and Pitcher Plants," a book of graceful poems, embodying in some instances his personal experiences, and others descriptive of the picturesque scenes in fair and sunny Florida.

It was during his residence at De Funiak that he invented and perfected the tellurian, an instrument in use in many of our best schools, for the purpose of illustrating the relative size, distance, and position of the heavenly bodies.

His natural love of study as well as his delicate health prompted him to seclude himself more or less with his cherished friends, his books, and this tended somewhat to increase his native reserve and dignity among strangers, but to his intimate friends he was always cordial, warm-hearted, sympathetic, and genial, and was known as the poet, scholar, and philosopher.

Frail in body and feeble in health, he yet possessed a strength of character which made his influence a power among those with whom he was associated, and it was perhaps those of us who knew him best who most appreciated the rare qualities of Christian character which graced his daily life.

With a heart full of tender love for children, he was well adapted to meet the peculiar demands of the field where his labors ended, and as he had won from the first the respect and affection of all connected with the school, his sudden death while he was yet in the prime of life was a shock and grief from which they did not soon recover, and his name is still cherished in loving, grateful memory.

" His toil is past, his work is done ;
And he is fully blest ;
He fought the fight, the victory won
And entered into rest."

CANDACE A. YENDES.

ELIZA GRACE BELL.

PRESIDENT BELL: On the fifth of January, 1897, there passed away very peacefully and quietly Mrs. Alexander Melville Bell, in the eighty-ninth year of her age. She was known to few of the members, but she took the deepest interest in this association from its very origin up to the time of her death and was glad to be a member of it. On account of her infirmity of deafness, she having been deaf since ten years of age, she had very little opportunity to make the acquaintance of members of the association. Coming to this country at an advanced age, of course she could not make the friends that younger people can make. But there was one friend she made, her dearest friend in America, and I will ask that friend, Miss Fuller, to say a few words.

I thank you for giving me an opportunity to pay loving tribute to one whose friendship I valued most highly. Sweeter friendship between women never existed than that which covered a period of more than a quarter of a century after my acquaintance with Mrs. Bell. As Dr. Bell has remarked, her failing health prevented her attendance at our biennial gatherings, and few had the privilege, as I, of knowing and loving her. I cannot better describe her than to say that she was a typical gentlewoman. Of a deeply religious nature, her thoughts and ideals were centred in the Source of all good. She was by nature an artist, and that gift was early developed to a remarkable degree by travel and study. I wish that we might know more of Mrs. Bell's power to transfer to canvas or paper impressions which she gathered from time to time. It was an unfailing source of delight to her, and we who are striving to help our pupils to acquire the art, which contributed so much to her intellectual life and growth, would find inspiration in knowing of her plans and purposes.

Her intellectual gifts were many and great, but no indulgence of literary taste was allowed to conflict with duty to home and family. Having been made deaf early in life, she had the greatest sympathy with our children and our work.

A rare combination of sweetness, tenderness, and strength, is the thought of Mrs. Bell, which those who knew her most intimately will longest retain.

SARAH FULLER.

EMMA L. PLYMPTON.

The entire profession, as well as the Maine School for the Deaf, met with a serious loss in the death of one of its most faithful and efficient workers, Miss Emma L. Plympton.

Miss Plympton intended to make literature her profession, having had much encouragement to do so, but while at the seaside the methods of teaching the deaf were described to her by a pupil of Dr. Bell, and the work appealed to her so strongly that she finally made that her choice. When her friends lamented her laborious life, she invariably answered, "I should choose it again before any other." She was peculiarly fitted for the work by reason of her infinite patience, ready sympathy and kindliness of heart, and her clever appreciation of humor helped to break the monotony of school-life. She was a woman of culture and intelligence and her devotion to her work knew no limit. For nearly nineteen years she taught articulation and was an acknowledged authority in the profession. The last four years in the Maine School were most successful, and her brightness and loveliness of character endeared her alike to teachers and pupils. In her afternoon walks she was usually accompanied by one or more of the children, and a child going to her for extra instruction in the evening always received a cordial greeting and ready assistance. She richly earned her rest and happiness, and though her work on earth is finished, her memory will ever remain with those whose lips she taught to speak.

L. ISABEL HARRIS,

Maine School for the Deaf, Portland, Maine.

MARY A. KATHAN.

For seventeen years Miss Kathan was an instructor in the Clarke School, her work beginning in the spring of 1880, and continuing without interruption until the close of the school year in June 1897. At that time there were strong indications of pul-

monary trouble, and she was given a year's leave of absence, in order if possible to regain her health. But after six months of constantly increasing illness, her work on earth was ended, and she quietly passed away at her home in Putney, Vermont, where the greater part of her early life had been spent.

As a teacher she possessed, in an unusual degree, the happy faculty of inspiring in her pupils a great interest in their work, and of stimulating them to gain from books and papers additional information for themselves outside the class-room.

She was a firm and constant friend, and to her home was she especially devoted, always planning for the comfort and happiness of those from whom she was separated.

Not only in their hearts, but also in those of her pupils and fellow-workers will her memory be cherished with a deep and tender love.

RUTH WITTER.

FROM OTHER JOURNALS AND MAGAZINES.

INTRODUCTION.

In the establishment of this department of the REVIEW it is the aim to make place for the reprinting of articles appearing in other educational journals, in the popular magazines, and in daily and weekly newspapers. In a modest way, the department will endeavor to be a "Review of Reviews" of current educational literature, and it will present to our readers so far as it may the best thoughts of the best minds employing themselves in the solving of the educational problems of the day. In this department, of course, our own field, or part of the field, will not be overlooked, and we shall quote freely from journals, both foreign and domestic, that give themselves to the advancement of educational work with the deaf. And withal we hope we shall be able to give the several sides of, or views upon, every question of importance that may come before us, for we recognize that our readers wish all sides—both sides usually—of a question, and that they are quite capable after a fair presentation of facts and argument to give judgment for the right. We desire to make the department a special feature of the REVIEW, and we promise to do all in our power to make it a valuable one. We should be especially pleased if readers would send us for reprinting articles of worth that have come to their attention and which they may have reason to believe have escaped our notice. We may not print everything thus sent, for we must re-

serve to ourself the right of final judgment in determining questions of fitness and value, but there needs be little fear that this reservation will exclude anything really worthy of a place in this department.

VERTICAL WRITING.

THE next generation will probably not be concerning itself for a "reason" for vertical writing; it will indeed more probably give itself to speculation as to why any other kind of writing was ever taught or practiced. The following article we find in the columns of a Philadelphia newspaper. It is unsigned but it bears internal evidence as to its authorship, and our readers may accept it as from a writer who has given the subject much thought, and who has in it given us all the arguments worth considering for the teaching of vertical writing in our schools :

"The marked progress of education and the general trend of progressive sentiment among the leading educators of America in favor of improved handwriting have led to an almost general introduction of the vertical system of penmanship into the schools of this country. In Philadelphia, where the new system was gradually introduced into the primary departments as an experiment in October, 1894, it has been eminently successful, and at present three-fourths of the elementary schools are using the vertical style of writing, to the great improvement of penmanship, in legibility and facility.

"It is rather remarkable that the origin of the agitation which led to the improved system was not caligraphic or educational, but purely hygienic. Indeed, the movement undertaken by German physicians to discover the prevalence of myopia, short-sightedness, and spinal curvature among German children brought about this reform. As a result of their investigations, the defects were attributed directly to sloping penmanship and the position at the desk which it seemed to necessitate. In his report on the subject Dr. Ellinger, of Stuttgart, said :

"The muscles of the eyes are strained because the left eye is further from the writing point than the right eye. To ease the strain the head is turned to equalize the distance. This brings the line of vision at an angle to the plane of the manuscript, which is only another faulty position. But one does not long hold his head to one side without inclining the shoulders also. This tendency is intensified by the fact that the right arm

rests on the desk and supports the right shoulder, while the left arm and shoulder are nearly always unsupported. These conditions prevailing during considerable intervals, day after day for years, induce a posture habit of lateral spinal curvature.

"As a consequence of gazing obliquely downward and side-ward for a considerable space of time, the optical muscles become strained and the sight somewhat dimmed. The child tries to overcome the dimness by bringing the eyes still closer to the work, and becomes permanently short-sighted."

"It is self-evident that vertical writing avoids all abnormal postures, since it requires the pupil to sit in a natural, upright position, fronting the desk. But the most cogent argument brought forth by the advocates of the system is that it is most conducive to legibility and simplicity, the essentials of a really good handwriting.

"The upright stroke is evidently more legible than the sloping style, as Roman print is more legible than Italics. As the stroke becomes more inclined it loses its distinctness, and, since the slant of the Spencerian style is 52 degrees, it is evident that the vertical writing possesses the maximum of legibility. Economically, also, vertical writing has an advantage over all systems of oblique penmanship in respect to space.

"The vertical system is more easily taught and more readily learned by children than oblique handwriting. It does not require the constant attention of the teacher and the resulting worry of the pupil in keeping the pen and hand in the position required for making the sloping letters. It also requires less analysis, less attention to spacing, to the relative heights of letters, etc.

"Teachers say that the vertical system is specially adapted to children who possess little skill or taste for penmanship. It thus makes much better penmen of the mass of children than the oblique system does. Under the vertical system there may not be so many beautiful writers, but there will be far fewer poor writers than with the slant system.

"While the introduction of the upright system into the primary schools in Philadelphia was attended with some inconvenience and embarrassments, the result of the experiment has been most satisfactory. In his report on the matter Dr. Brooks says :

"It is the opinion of the primary teachers that vertical writing is easier to teach, more readily learned by the pupil, is more legible than the oblique hand and that the experiment has improved the penmanship in their schools. The only criticism that they make, and that is not universal, is that it cannot be written

as rapidly as the oblique system, though this is a question upon which authorities differ.'

"Dr. Brooks, in order to obtain information as to the success of vertical writing in other cities, wrote to the superintendents of 150 of the largest cities in the country. Of the 100 cities where the system is introduced 90 report that the experiment has been most successful. Further evidence as to the success of the upright stroke in the normal schools of the country showed that of the 41 from which replies were received 40 had introduced the angular system with good results.

"The expression of the city principals on the system are very strong and decided. Of 268 schools that reported, 192 had introduced vertical penmanship, and 76 had not made the introduction. In one or two districts the local boards had taken action forbidding teachers to introduce the system. Of the 192 that had made the introduction, 163 reported that the penmanship had improved in their schools since the introduction. No one stated or intimated that the penmanship had deteriorated since the introduction of the vertical system. As the result of this satisfactory experiment Dr. Brooks is now preparing a report, showing the wonderful progress made during the last year, and recommending that the system be required to be taught in all the lower grade schools.

"It will be interesting to note in this connection that sloping writing, such as is now in most common use, was unknown in any language before the sixteenth century. Vertical chirography was almost invariably practiced by the Romans during the Middle Ages. In the earlier practice of the Romans of a rapid, or running style, the characters used were vertical, and unconnected, for easier legibility. Italy, following the Revival of Learning, was foremost in cultivating fine writing; but no specimens show a sloping style. In the sixteenth century, Aldus Manutius, a Venetian printer, who was noted for his ingenuity in devising new designs of type, hit upon an angular style which was called Aldine, and subsequently Italic. This style, though patented by the ancient printer, was introduced by copyists into their manuscript, and it soon became a fashionable style of writing and printing. It spread to France, thence to England, 'when,' it is said, 'Queen Elizabeth changed her delicate vertical writing to the sprawling slant of the Italian style, and sloping penmanship became a firmly established fad.'

"The use of slanting writing seems to have been extended and perpetuated by the fact that much of the best literature was

printed on the Aldine presses. In Germany, and later in America, the angular writing reached the most extreme development, until, in 1877, pure hygienic and educational reasons brought about a change from the oblique to vertical handwriting."

SOME CRITICISMS OF THE KINDERGARTEN.

IN a signed article in the *Educational Review*, of which he is editor, Dr. Nicholas Murray Butler gives a condensation of an address which he delivered before the National Educational Association last summer, upon "Some Criticisms of the Kindergarten." It is a strong defense of the kindergarten and its methods against their critics, and it will do good as setting this important part of our educational system in the very best light for thoughtful study. We reproduce the article by permission :

"There are two well-known and easily distinguishable forms of educational criticism. There is, first of all, that of the censorious critic, who seeks for weaknesses in points of detail, who lacks equally a sense of proportion and a sense of humor, and who overlooks the fact that in the working out of great fundamental principles, not even the greatest of them flows to its full application without some slowing of the current or some eddy in the stream. Such is the criticism which tends to ridicule, to break down, to destroy, and it is wholly unworthy of attention in any form..

"There is, on the other hand, a criticism which is sympathetic, which is appreciative, and which, with some insight into the aim and methods of an educational movement, points out ways and methods of strengthening and improving that movement with the declared purpose of building up a more enduring educational superstructure.

"Having, as I have, so profound an admiration for the spirit, methods, and aim of the kindergarten, and being so absolutely convinced, not only of its excellence as an educational factor in its own place, but of its value as an inspiration to all education, it would be quite impossible for me to meet this Department in any spirit but that of a kindly and constructive criticism.

"You are, of course, familiar with the statement, often made, that the philosophies of Froebel and of Hegel, containing the deepest insights of the German philosophy of this century, are more popular in the United States than at home.

The inference is drawn that Germany has outgrown their inspiration and motive power ; and the inference is equally suggested to us that we are trading here upon second-hand material. I do not believe that to be true. It is certainly true that the kindergarten is to-day upon a higher plane, is more efficient, more widespread, and more honored in America than in any other cultured nation. I cannot interpret that fact to our discredit. It is equally true that the great seed-thought of Hegel,—the evolution of the human spirit, reflecting the single principle, common alike to nature and to mind, which is rightly called divine,—it is true that that seed-thought and that insight into life are more highly esteemed, more studied, and more fully applied to-day by American scholars than by those of any other nation. I cannot interpret that fact to our discredit. If Germany has seen fit to turn her face, in part at least, toward some gods which others can but consider false, and away from the wisest of her teachers, this will but fasten our hold the stronger on those truths of which we seem so sure.

“One criticism which is made in a constructive spirit upon the work of the kindergarten is that it often exalts the letter above the spirit ; that it tends to make static, definite, and permanent the forms of procedure, kinds of material, and methods of intellectual, moral, and social development, which are not ends in themselves, but rather rungs of a ladder by which the child-spirit climbs to a higher view-point from which outlook on life becomes broader and richer. There is basis for that criticism. One danger in which the kindergarten has stood lies in what may be called the worship of literal form as distinguished from exaltation of the spirit, which clothes itself in ever-varying forms. How has that come about when the real spirit of Froebel, like the real spirit of Hegel, is so clearly and surely a principle of development ? There is only one answer to that question. It is because in some parts of this country the kindergarten movement, appealing to the philanthropic instinct of men and women not highly trained to think, has furnished them with educational material which they have seemed to understand, and with which they have too often been satisfied. In other words, the sure method of escape from that particular lowering of the tone of kindergarten thought and practice lies in the one thing which the kindergartner most needs to-day—wider scholarship. It is too often supposed that because the kindergarten teacher is dealing with the very young child, an emptiness of mind coupled with amiability of disposition will suffice to direct the child's spiritual development. A stupid

person may perhaps direct education at that stage where some adequate consciousness of the subject-matter is had by the pupil himself ; but no wisdom is too great to deal with the young child, who can approach his subject-matter through symbols only.

“What is needed most to-day in this work is a higher standard of excellence in the training of kindergartners. I mean a broader general preparation, a more widespread conviction as to the importance of thorough preparation. The resources of literature, science, art, and music must be drawn upon to the largest possible extent. It is all well enough to learn, partly by instruction and partly by a period of apprenticeship, something of the mode of kindergarten procedure. But unless that procedure be inspired and illuminated by a grasp upon general culture and modern scientific information, nothing but a formal and barren education will result.

“Too many low-standard kindergarten training classes are at the bottom of some of our faults. They have low standards of admission, low ideals of training, and are too often satisfied with training in technique and form trusting that time will repair the damage or experience remove it. That kindergarten teacher who is not constantly and continually a student, and a student along those great lines of human effort which I have named, will sooner or later dry up her inspiration at its source. First of all she must have scholarship, not only in entering upon the work, but afterward as well ; a constant and broader study, which is truly philosophic, because comparative, and because it puts itself under the guidance of the best teachers ; one which is also practical in the highest sense because it brings its resources to a focus every morning in the kindergarten room.

“Another criticism which is sometimes made, and with which my observation leads me to find myself in sympathy, is that the kindergarten is often attached in an external manner to an organic scheme or school system, and is not conceived as an integral part of one process of child development. It was easy for such a condition to come about, because the kindergarten, in its inception, represented ideas which were wholly strange to the schoolmaster's mind. The kindergartners were, therefore, thrown back upon themselves, and incrustated themselves with a shell for protection. It is now necessary for us to make sure that the shell does not stiffen and harden, making growth impossible.

“It is easy to mark off in large periods all development of the human mind. It is easy enough to mark off in large periods all growth of the human body. But who ever saw the body or

the mind grow ? The subtle process goes on before our eyes, wholly unseen, unobserved. It does not obey any arithmetical law ; it is not subject to precise measurement or to scientific observation. We gather up those things which we call marks of progress and dwell upon them, but we are unable to put our hand on the point where one stage passes into the other. Therefore the educational scheme which tries to base itself upon hard and fast periods is false to the vital principle of growth.

"It is impossible to say how many years are necessary, in every case, for kindergarten instruction. I am confident that in the case of some children the symbolic period may be passed in one-half the time that other children may take ; and we, believing in the principle of individuality and preaching it to others, must not fail to apply it to ourselves. This means that the child must be released for the elementary school as soon as he is ready for it—but no sooner—so far as we are able to observe and know.

"I am inclined to resist the contention that the kindergarten is a course of study. I have no objection to 'courses of study,' in the sense in which the term is often used ; but I object very much to the theory that the child who is able to take the third step must not be allowed to take it because he has not taken the second. I do not believe in holding a child back for the sake of the 'thoroughness' or 'completeness' of the course of study, I believe the human mind in education should always be put at that task for which it is competent ; and it is 'pedagogical,' not educational, to insist that every step be covered, no matter at what expenditure of time, when the power to advance more rapidly is present. Therefore, it is necessary for the kindergarten to beware of holding children back. We do not want the elementary school to hold back those who are ready for the high school ; we do not want the high school to hold back those who are ready for college ; or the college, those who are ready for the university. We cannot put the child of three to seven years of age in a strait-jacket and say that there he must stay for a fixed time, regardless of his natural ability or accomplishments.

"Because the line of demarkation is so difficult to establish, it has become the duty of the kindergartner to acquaint herself in a general way (it is impracticable to do it in detail) with the principles, methods, and ideals of the elementary school. There must be the most absolute sympathy between the kindergarten and the grades above it ; and we are in these days rightly calling upon teachers of the lower grades of the elementary school to master the spirit of the followers of Froebel. Sympathy comes

from mutual understanding and knowledge. In this way the kindergarten will become attached to the school, and no longer be a separate and distinct part of the educational scheme ; it will take its natural place as one of the various stages in the growth of one living and organic human mind.

" I know that there is a great demand that those who go into the kindergarten work shall know the principles of elementary school teaching, and that elementary teachers shall go into the schools with a knowledge of the work and purposes of the kindergarten. This demand is made by the best educational sentiment and opinion. It remains for kindergartners to do their share in satisfying that demand by studying the principles of elementary school work and by occasionally supplying elementary teachers from their own ranks.

" It is sometimes said that the kindergarten is at war with the home ; that these children of tender years should be under their mother's care ; that it is unnatural for children of that age to be brought together in groups for instruction, however needful it may be. I hold the contrary opinion. I think that of all forms of educational work, none has been so successful, as yet, as the kindergarten in reaching and uplifting the home ; and the kindergarten which does not have a mothers' class attached to it is not a kindergarten in the best sense of the word.

" Again, we sometimes hear it said that the kindergarten is an admirable thing for the children of the poor ; that their children are neglected, dirty, unkempt, uncared for ; that the children of the well-to-do need not be found in the kindergarten. In the first place, I resent such a distinction as wholly undemocratic and uneducational. In the second place, looking forward as I do to the next great educational problem of this country, which will be, not the education of the poor, but the education of the rich, I am forced to wonder how the children of the rich can afford to be without the advantages of the kindergarten. It is a serious thing when, in our social and economic efforts, a line of class distinction is drawn. We have only to look at England to see how, with her high ideals, great opportunities and large expenditures for education, the people find themselves hampered at every turn in striving to effect reforms, by social and economic distinctions. We must not allow these to enter into our educational work.

" One more point is important because in that particular the kindergarten is widely misunderstood. You hear the criticism from the elementary school-teacher, made with the best of intentions, but from what I hold to be a wrong point of view,

that the kindergarten is disorderly, that it has not the discipline and the definiteness of routine of the elementary school. The kindergarten is, therefore, held to be a disintegrating influence in the development of the child, and to increase the task of discipline later on. My reply to this criticism is that it arises from what seems to me to be a wholly false conception of discipline or order. Suppose an observer passing over this busy city in a balloon, were able to look down upon its crowded streets, on which men and women are passing and repassing in every direction, each going to his appointed task without interfering with his fellow ; would such a scene be one of disorder, because the human beings within the observer's field of vision were not massed in phalanx and controlled in a mass by a military drill-master ? I think not. The scene would be one of a very high type of order indeed, one much higher, in fact, than the order of a marching regiment. Order is not an external form, but an inner habit—the habit of going in a purposeful way, with due regard to the purposes and rights of others, about some definite thing, even though the line cross and recross. To substitute for this high type of order a single, definite form, is to substitute the order which is death, for the order which is life ; and my response to such a criticism is that I should prefer to see more of the kindergarten order in the lower grades of the elementary school and less of the elementary school order in the kindergarten.

“ Let me say in conclusion that it is a striking fact, and one of the most hopeful signs to be found to-day in all education, that the two extremes of the educational process, the kindergarten and the university, are the two greatest conservators of individualism ; and it is only as the individual is being rescued from the routine of the intervening school periods that these periods are rising to perfection and efficiency. The great hope of our school system lies in the fact that the spirit of individualism is working down from the university and up from the kindergarten, and that some day the two lines of development will meet and will hold the whole educational process within their spheres of influence.”

A “NEW” DEAF AND DUMB ALPHABET.

AN article by Leslie Gilliams in *Pearson's Magazine*, presents a so-called “new” deaf and dumb alphabet, prophesying that it must in time displace other alphabets now in use. It is in truth but the old Dalgarno alphabet, invented more than two hundred

years ago, with slight modifications and additions. The claims of superiority made by the modern "discoverer", are hardly justified in the preference the deaf and teachers of the deaf have shown during all these years for other alphabets. The employment of places or spots on the hand for the letters of the alphabet can not be more convenient, nor can it be clearer in interpretation, than the use of forms or positions of the fingers in the single or double-hand alphabets. It is all a question of rapid spelling and rapid reading, and especially of the latter. Rapid reading requires large differentiations and it is obvious these can not be secured by the use of spots on the hands that must of necessity be quite close together, differing from one another thus but in slightest degree. But the article has been widely referred to, and we present it because of the interest it has aroused :

"If you have ever watched two deaf-and-dumb persons exchanging ideas in their strange sign-language, you surely must have marvelled greatly at the ease and speed with which each understood the other. In a language of sign and symbol, unintelligible, probably, to you, they spell out words and sentences, ask questions and make reply with such rapidity that it almost seems as though there were little to choose between words spoken and heard, and words symbolized with the hands and interpreted letter by letter. Habit and practice has enabled them to follow motions which other eyes would not have time to observe—the meaning of a word is jumped at before it is spelt—a sentence is understood before half completed.

"And yet, no one will deny that the common manual alphabet is inefficient in many ways ; it is clumsy, laborious to master, and difficult to interpret, for all save those unfortunates who have been compelled by necessity to become expert in the art.

"The deaf-mute's very language, which should be the bridge which spans the gulf between him and the speaking world, is, in fact, one of the chief obstacles to the establishment of a full communication. Very few people can hold easy converse with a deaf-and-dumb man in the manual method—the speaking person, generally, will not take the trouble to become proficient in so difficult a subject, although the various letters may be easily learnt, since they bear a rude resemblance to the letters of our alphabet.

"What has long been wanted is a simpler, easier, deaf-and-dumb man's alphabet, that will not only increase the marvellous speed with which those chiefly concerned can already converse,

but which will enable them to be readily understood by speaking people. Such an alphabet as this has been devised by an American gentleman, Mr. William Bridges, of Kansas City, and a glance at the illustrations, which sum up the whole matter, will show its extreme simplicity.

"It will be seen that in the new system the characters of the alphabet are represented by fixed places on the hand. Beginning with the ball of the thumb on the left hand, which represents the letter A, all the joints, fingerends, nails, and palms signify some letter or punctuation mark. The tip of the first finger represents B, of the second C, of the third D, and of the fourth E. Then, beginning at the first finger again, the first joint is F, on the second finger it is G, and so on until all the joints have a letter assigned to them, the last joint of the little finger representing Q. R is represented by the thumb nail, S by the nail of the first finger, T by the nail of the second finger, and V by the fourth finger nail. The remaining letters are represented by the four top joints on the back of the fingers.

"The centre of the palm of the hand represents a full-stop. The base of the thumb represents a semi-colon, the base of the forefinger is a colon, the base of the little finger a comma, and the base of the palm a point of interrogation. To complete the system, there are signs for the numerals. The right side of the tip of the thumb is one, the left two, the right side of the first finger is three, the left four, and so on, the ten sides of the ends of the thumb and four fingers making the ten numerals.

"Nothing could be simpler than this method of representing the alphabet with the hands. It compares to advantage in every way with the existing two-handed alphabet, that is used by the deaf-and-dumb. The letters have not to be laboriously formed by twisting the fingers into crude representations of written characters ; their symbols have only to be pointed out. For example, in the old system the letter B is indicated by joining the tips of the thumbs and forefingers of both hands, and placing them together. In the new system B is indicated by merely pointing to the tip of the forefinger of one hand.

"The symbols, on the left hand, are usually pointed out with the index finger of the right hand ; or a pencil may be used, which leaves the hand more exposed for observation. As advancement is made with practice, the fingers and thumb of the right hand may be used much in the way a type-writing machine is manipulated.

"In the case of one-handed people, messages may be conveyed by using the thumb as a pointer, except when the symbol

is on the thumb, when the index finger must be employed for the purpose. This is very much simpler than the old system of the one-handed manual alphabet, which is even more complicated and difficult to master than the double-handed system on which it was founded.

"In addition to its greater speed and simplicity, the new system in many other ways is vastly superior to the old. It enables a deaf-mute to communicate with a blind person (a matter of extreme difficulty hitherto) ; the one gives a few dexterous touches on the other's hand, and the message is passed. In the same way it enables the deaf-and-dumb to converse with each other in the dark ; while two men acquainted with the system, surrounded by enemies, may converse silently and swiftly when the sound of their voices might lead to discovery.

"An inexhaustible field of experience awaits the new deaf-and-dumb alphabet ; its principles will, no doubt, be very greatly developed in the future. Those who habitually converse in symbols, the experts of the art, will probably adopt one of many systems of abbreviation, such as the telegraph code, which will greatly facilitate matters. Instead, for example, of spelling out in full the words : "Are you going to London or New York?" it will be merely necessary to indicate the symbols : "R. U. gg. to Ldn. or N. Y.?"

"Again, there is no reason why shorthand should not be applied to the system, which would enable thoughts to be exchanged almost as rapidly as by speech.

"It is surprising what a small amount of practice is necessary before one becomes proficient in quickly spelling out words with the help of this new deaf-and-dumb man's alphabet. The idea once mastered will never be forgotten so long as the A B C is remembered. Should the system become as widely known, and as generally adopted, as it deserves to be, it will effectively span the great gulf which isolates the dumb man from his speaking fellows."

REVIEWS.

INTRODUCTION.

This department of our magazine will be given to reviews of Institution reports, pamphlets, text-books, and, generally, of such other published matter as may relate directly to educational work with the deaf. To the end that we may cover the field, we ask Superintendents to send us their annual reports, and all other writers to send us copies of their productions. We shall aim in reviewing publications that come to us to give liberal space to quotations, to the end that every writer may have his thoughts presented as far as possible in his own words. Reviews of Institution reports we shall make a special feature, as these reports are a direct reflection usually of the prevailing thought and practice of the schools from which they issue. Without adequate review the value of these reports is limited to narrow circles, and is practically lost to the profession at large. We purpose to make this department an important one, and hope to make it an interesting and helpful one as well.

DR. GORDON'S REPORT.

Dr. J. C. Gordon, Superintendent of the Illinois Institution for the Deaf and Dumb at Jacksonville, gives in pamphlet form for general distribution a reprint of his biennial report to the Superintendent of Public Instruction of Illinois. The document is long, but not formal, and it is interesting and so full of suggestion that we can not refrain from quoting from it at length.

Beginning with its origin, Dr. Gordon recounts the material growth of the Illinois Institution to the present time. We quote this history in part :

"The school owes its origin to the interest aroused in the education of the deaf by a casual meeting upon a Mississippi river steamboat between the Hon. Orville H. Browning and an educated deaf-mute from Kentucky. Mr. Browning, afterward a distinguished jurist and a member of President Lincoln's cabinet, was a member of the Legislature which met at the old capitol in Vandalia in 1839, and on the 23rd of February of that year Governor Thomas Carlin approved the act to establish the State School for the Deaf, which had been drawn up by Mr. Browning and enacted through his influence. Though Judge Browning never was connected with the school in any official capacity whatever, he may be considered rightly as the founder of the institution.

"Although the State was impoverished in consequence of a financial panic following an era of great speculation, and culminating in widespread disaster and public and private distress to an extent never witnessed by the present generation, the friends of this new enterprise advanced with unfaltering courage to the completion of their undertaking.

"Seven years elapsed before the first building was completed. It is interesting to note that this organization was effected, a site secured and a building erected wholly through sentiment, with no positive knowledge whatever of the need of an institution. In fact, when the building was completed no pupils presented themselves for admission, notwithstanding widespread notice through the press of Illinois, Missouri, Iowa, and Wisconsin, and only two pupils were enrolled in the opening year.

"It is said that this first building, 86 feet long, 50 feet wide, with basement, three stories and an attic, derisively styled the 'State's folly,' was supposed to be sufficient to furnish ample accommodations for all the deaf children in Illinois, Wisconsin, Missouri, and Iowa for a hundred years. In a few years, however, this building was overcrowded with pupils from Illinois alone.

"The original building, in consequence of imperfect materials and faulty construction, fell into speedy decay, and not a vestige of it now remains above the ground. A new building was erected upon the site of the old, and to-day the twenty buildings clustered together upon a tract of sixteen acres are not sufficient for the needs of the school.

"The Legislature has been appealed to in vain, session after session, either to increase the facilities of this school, or to establish another boarding school. Although the bonafide attendance

is greater than ever before, there are more deaf children in the State without instruction than are in attendance here."

The necessity for increased accommodations, either at Jacksonville or at another boarding school, is urged. Dr. Gordon does not believe an increase at Jacksonville would be an ideal arrangement, though he is willing to accept this solution of the problem and make the most of it. Outlining an ideal plan for a school he says :

"An ideal school for the deaf should not exceed four hundred pupils, and these should be distributed into groups and housed in cottages. The congregate plan, bringing very large numbers under one management and practically under one roof, has but one argument in its favor, the plea of economy. This argument often urged, has never been answered. Yet mere economy is a minor consideration when the best interests of the deaf and of the community at large are at stake. The congregation of large numbers of immature deaf-mutes, isolated from a normal hearing and speaking environment, tends to intensify peculiarities in the deaf which interfere with their complete education and which are inimical in the long run to the welfare of the deaf and to the interests of the world about them."

The day-school plan receives consideration, but does not receive encouragement except where it can be applied under the best conditions. Upon this point Dr. Gordon says :

"The State has made an effort to provide for the education of many deaf children within its limits and to relieve the congested condition of the State boarding school for the deaf, by authorizing the establishment of day-schools for deaf children. Day-schools for the deaf, under the best conditions are worthy of encouragement, but even if they were far more efficient than they ever have been, it is not possible to render them sufficient for the needs of all the deaf children in the state. The highest type of boarding-school for the deaf offers certain great practical advantages which have never been secured in any other form of school.

"In the ideal system the day-school and boarding-school supplement each other so thoroughly that it is desirable for the same child to attend both at different stages of educational development. Such an arrangement, if practicable, would be both advantageous to the pupils and economical for the State. Apart from theoretical considerations, the fact that a large majority of deaf children live in homes widely separated and without a com-

mon center, makes it practically impossible for them to attend day-schools and renders the central boarding-school a necessity."

Picturing at some length the deplorable and helpless condition of the uneducated deaf, the earlier attempts to alleviate this condition are reviewed :

" To Girolamo Cardano of Milan belongs the honor of possessing the philosophic acumen to make the first declaration of the possibility of such an achievement. To Cardano belongs the greater honor of stating both clearly and accurately the fundamental principle of procedure which is producing the largest measure of results in the literary education of the deaf wherever it is intelligently applied. Cardano's statement, too long for quotation here, may be found on pages 73 and 75 in the second volume of his *Opera* (Cap. VII, *De Surditate*), a copy of which is in the library of Harvard University. In quaint Latin phrase, Cardano supported the thesis that the deaf-mute can hear by reading and speak by writing because ideas can be associated directly with written words without the intervention of sound or any other sign.

" It was not until the middle of the last century that systematic efforts were made to instruct the deaf in schools for the purpose. The very difficulties of the task, the obstacles to be overcome, have rendered this peculiar line of human effort peculiarly fascinating to philosophers, many of whom have even devoted themselves personally to the study of individual cases and to their instruction. Among the most notable savants, who have aided in the development of educational processes, adapted to the instruction of the deaf, may be named the Spanish scholar and practical teacher Bonet, Dr. Amman of Holland, the erudite John Bulwer of England, George Dalgarno, a Scottish philosopher, Drs. Holder and Wallis, founders of the Royal Society of Great Britain, Buffon the naturalist, Secretary of the French Academy, and the learned contemporaneous founders of the first permanent schools for the deaf in the world : Thomas Braidwood of Edinburgh, Samuel Heinicke of Dresden and Leipsic, and the Abbe De l'Epee of Paris.

" The origin of the art of finger spelling, by means of which alphabetic language is most ingeniously expressed upon the fingers, is unknown, being lost in remote antiquity. It is certain, however, that it was neither invented by deaf-mutes, nor for them, and that it was used as a means of communication by monks under vows of silence, by prisoners through their cell-windows, and by school-boys in the school-room long before any one

seized upon this means of communication as a substitute for written language in instructing the deaf.

"It is highly probable that Braidwood's system of instruction was based upon written language and finger-spelling from which the pupils advanced to spoken language and lip-reading. Heinicke's system was undoubtedly based upon spoken language and lip-reading with finger-spelling as an accessory for which, however, Heinicke had but very little use. The Abbe De l'Epee's system was based upon a most ingenious elaboration of pantomime and gesture, with free recourse to finger-spelling, which necessary adjunct to sign-instruction was borrowed by the Abbe from his learned predecessor and rival, Pereire of Portugal and of France."

Dr. Gordon continues with an exhaustive discussion of the sign-language and of the methods that employ it in the work of instruction ; following this he gives the history of the so-called "intuitive method"—a happy name, by the way—which discards the sign-language and teaches English through its use and by the direct association of the thought with its symbol. The oral method is, of course, presented as a form of the intuitive method as practiced in the Illinois's school. The discussion is so full of suggestive thought that we give it practically entire :

"The system of signs invented by De l'Epee and amplified by his successor Sicard, was introduced into America by Thomas Hopkins Gallaudet, of Connecticut, through Laurent Clerc, of Paris, who had mastered the French system of signs under the tuition of Sicard and his assistants. This peculiar and elaborate language of signs, though founded upon pantomime and gestures universally understood, as employed in instruction by these masters, was as artificial as Volapuk, and at the present day there is no man living on the face of the globe who is able to use it as described by its early masters, or to understand a paragraph dictated in strict accordance with the instructions of the men who invented and perfected this form of communication.

"Doubtless pantomime and gestural signs have been in common use among men in all ages. If not a positive survival of the means of communication employed in lieu of speech by the hypothetical "missing link," it requires no great stretch of the imagination to conceive that this means of communication was not unknown to prehistoric man. In a general way, at the present day, "gesture speech" is especially characteristic of tribes low in the scale of development, having extremely limited

vocabularies and without a literature. Even in civilized life, young children and the ignorant in general are able to express their crude concepts and ideas by means of signs or gestures. Deaf children are no exception to this rule, and it very rarely happens that a deaf child enters school who has not a crude "vocabulary" of signs or gestures which serve as an index of the child's mental development. All instructors of the deaf avail themselves of these crude and primitive means of communication until they are able to substitute symbols for thought, which, however conventional, are more accurate in use and more efficient for educational purposes than gesture. In certain schools this substitution begins with the very entrance of the child into school, and gestural signs acquired at home are in such cases speedily forgotten.

"In other schools no less than three quite distinct varieties of sign language have been developed by instructors for the purpose of teaching the deaf. The first of these was the De l'Epee and Sicard system of methodical signs, which was transplanted to this country. This system did not survive long in France, but it was maintained for many years in America.

"The original French system of signs was supplanted in France and in America by two other forms of sign language. One of these is simply an extension of signs and gestures which are commonly understood by all men. It requires several years of diligent application and constant use for an intelligent person to acquire a familiar, or working acquaintance with this form of sign language. Deaf-mutes acquire it, however, with comparative ease, and generally become devotedly attached to this means of communication.

"In practical use this form of sign language relates to ideas rather than to words and it bears no marked resemblance to any other language. It does not require the use of any sign corresponding to the parts of the verb "to be," omits symbols of time relations, all the finer distinctions expressed by prepositions, distinctions between adverbs and adjectives, and, in fine, possesses an extremely limited "vocabulary" which is used with such a disregard of grammatical relations as to render this form of communication practically a grammarless language. A shrug of the shoulders may stand for a whole sentence, a quickly executed continuous movement of the limbs or body may stand for an entire paragraph. These signs even when limited to a definite signification are used generally and habitually in an inverted order, and any attempt at a 'word for word' translation produces an indescribable jargon.

“Notwithstanding its limitations, this crude and vague language lends itself readily to plain narration, and, with the aid of dramatic pantomime, supplemented by finger-spelling, it serves the purpose of communicating in a superficial manner simple anecdotes, historical incidents and whatever may be delineated on canvas or through dramatic action. In the hands of its masters this gesture language becomes highly pictorial, and it is claimed that moral lessons, especially, may be given through it with great success. This language fails to express ideas which are not of an exceedingly simple character, and it is utterly unfitted to convey with accuracy scientific definitions, philosophical distinctions, or even the elementary facts of science. This form of sign language not only fails to meet these higher requirements, but it tends to unfit the minds of those dependent upon it for the successful prosecution of many very important studies.

“A third form of sign language has been developed, which is highly artificial. This form attempts to supply a sign for every word, and these word-signs are made in the order of the words of spoken and written language. It is possible to express in this form of sign language every idea within the range of its vocabulary, but this mode of expression is not understood by deaf-mutes unless they have previously acquired so full a command of alphabetic language that they have no special need of a sign language in any form. Uneducated deaf-mutes do not relish this form of sign-language, can not use it themselves, and misapprehend it when used by others. This form is used frequently in the rendition of hymns upon the platform for scenic effect and by hearing teachers in ‘translating’ sermons, lectures, etc., to the educated deaf.

“In addition to these three forms of sign language there are numerous modifications in practice, due to the blending of the different forms and the admixture of finger spelling and of pantomime, or natural dramatic action, in various degrees. The first form has long been obsolete. The second form tends to produce an amusing, yet pitiable, jargon, when those dependent upon it try to express their thoughts in English. The third form serves to bewilder the ideas of pupils unfamiliar with our language, and it is conceded by the great majority of educators of the deaf, throughout the world, that all forms of sign language heretofore used as instruments of instruction have been vastly over-valued in the past ; indeed, many of the foremost educators of the deaf in the world, familiar with the sign language, have abandoned its use as a means of instruction in schools for the deaf.

"Teachers disagree widely as to the extent to which any sign language should be cultivated or employed in the instruction of deaf children, but every year witnesses a diminution in the use of signs in school-rooms for the deaf, with a strong tendency to the total disuse of arbitrary and artificial signs as a means of instruction. Pantomime, pure and simple, which may be readily understood by all men, is invaluable in the early instruction of deaf-mute children, but unfortunately this dramatic form of gesture-language has but few masters in the world, and it is not employed freely in the instruction of the deaf even in so-called sign-schools. Pantomime is, however, the basis of all forms of gesture communication and gives to sign-instruction the chief value which it possesses. If pure pantomime were mastered by teachers of the deaf and kept within proper bounds there would be in all probability no division of sentiment among educators of the deaf concerning the utility and advantage of this form of instruction; the only serious objection to it is that too often it proves to be the camel's nose which once admitted renders it impossible to exclude the camel itself.

"In small schools, under superior teachers, purely oral methods of instruction, employing speech and lip-reading to the exclusion of signs, have been employed with a high degree of success. The teachers in these schools are convinced that the proficiency of their pupils is due in a very large measure to the fact that every species of sign language, as distinct from the vernacular, has been ignored, if not completely suppressed, at every stage of instruction.

"The same methods have been employed in large schools with fair success, the general educational results under favorable conditions surpassing the results obtained with similar material in schools relying upon a language of signs as the principal means of instruction.

"In all schools for the deaf, although the ends of instruction are the same as in all other schools, the processes all hinge upon language-teaching. In order to educate the deaf and dumb, language is everywhere regarded as the key to a literary education and to intellectual and moral advancement. In the mastery of our language, the deaf-mute incidentally receives instruction in all, or nearly all, the studies of the common school. Any system of instruction for the deaf which fails to give the deaf-mute a fair mastery of the language of his kindred and countrymen fails to accomplish the main object of his education. However deficient a deaf-mute may be in his knowledge of our lan-

guage, his degree of proficiency in language is upon the whole a fair index to his purely scholastic attainments.

"To the late J. J. Valade-Gabel belongs the distinction of introducing the intuitive method which supplanted sign-methods of instruction in France long before the adoption of purely oral methods by the French schools for the deaf. This method originated in Paris in 1833, was applied at Bordeaux under J. J. Valade-Gabel from 1838 to 1850, and was adopted in the year 1862 by all the schools in France receiving state aid. It has been adopted since in a number of the principal schools throughout the world in which formerly sign-methods of instruction held undisputed sway.

"Pupils deaf from birth who have been educated solely by sign-methods think in signs; to comprehend English, they endeavor, first, to translate the English into signs in order to apprehend the idea; to express ideas in English involves in the case of such pupils a process of translation from the sign language into English which remains to them forever, essentially, a foreign language. The intuitive method dispenses entirely with translation. The ideas are attached directly to the English symbols without the intervention of manual signs of any description.

"The most important and far-reaching step taken by our school is the recent adoption of the intuitive method to the exclusion of sign-methods of instruction in our 'silent' classes. Although our teachers have much to learn in matters of detail before the intuitive method can be applied to the greatest advantage, the results so far attained are full of promise. The younger classes have acquired already a command of English which the older, deaf-born pupils who were instructed through sign-methods in the past, do not possess. The earnestness and intelligence with which our teachers endeavor to apply the intuitive method is worthy of the highest commendation.

"The intuitive method leads directly, step by step, to the mastery of English through constant usage. The mastery of English can be gained only through constant practice either in speaking or reading correct English, and in trying to write it. In the hands of expert teachers, English-language methods to the exclusion of sign-methods are not only efficient, but they are sufficient.

"Under proper instruction, if a deaf pupil can acquire the English language at all, he can acquire it best without recourse to a language of signs. The intuitive method properly used tends to clear away the mists of vague and hazy thinking and to con-

tribute to mental health and vigor. By this system the pupil is compelled to think, for he must have the thing before its symbol, the idea before the word, not perfectly perhaps, but more clearly than in a system which permits the deaf pupil to be deluged with signs before he comprehends their meaning, or before the ideas which they are intended to convey have arisen in his own mind.

"A more conspicuous revolution in our school, though not in my judgment so important as the one just mentioned, is the change of attitude in regard to oral instruction of the deaf. Much has been attempted in this line in this school in the past, but this feature has received a new impulse from the earnest and honest endeavor to develop the ability to speak and to read the lips to an extent hitherto unattempted and under teachers thoroughly trained in this method of instruction.

"Contrary to the popular belief, the chief value of speech for the deaf does not lie in its utility as a means of communication. This is perhaps its lowest value. The greatest value of speech is in its reflex effect upon the brain, stimulating dormant cells and connective fibers into healthy and vigorous life and making the cerebral structure of the speaking deaf correspond most closely with normally developed brain-structure. The anatomical researches of Flechsig and others have demonstrated the very important truth that the brain treated judiciously develops both cells and connective fibers and that any part neglected tends to atrophy. The growth of this physical substratum can be aided only by appropriate mental use. The correlation may be inexplicable, yet the fact remains that cerebral development is conditioned upon mental development and it is also true that the development of the speech center in the brain is a most valuable prerequisite to superior literary instruction.

"Yet speech and an education are not synonymous. A speaking deaf child is not necessarily a well educated child any more than his more fortunate illiterate hearing brother, who has acquired speech without conscious instruction. The mental development in both cases, due to the possession of an accurate language is simply prerequisite to education in its ordinary sense.

"The mental development involved in the acquisition of speech by a deaf mute, requires constant use and training of perception, memory, association, imagination, reason, and will. It nourishes the fundamental powers of the mind and prepares them to respond to the stimulus of instruction. Living speech is the best preparation for the education of the deaf, as well as

of the hearing child, and it is chiefly on account of its educational value that speech is given so much prominence under the present scheme of instruction in this school.

"The writer took charge of this school on the 1st of July, 1897. In the preceding year there were 138 pupils in the oral department and 62 in the silent department receiving instruction in speech. At present there are 260 in the oral department and 273 in the manual alphabet department receiving daily instruction in speech, the number in attendance being practically the same. The pupils in the oral department are constantly under oral instruction. 273 pupils in the manual alphabet department receive only a few minutes instruction in speech daily. The latter arrangement is not an ideal one by any means, but it is adapted to temporary conditions and a period of transition, on the principle that half a loaf is sometimes better than no bread.

"The intuitive method of language teaching is employed in all the oral schools for the deaf throughout the world as well as in schools and in classes which have substituted finger-spelling and written English for sign-instruction. Our methods, both in the oral and 'finger-spelling' departments of our school, differ from the practice of the European schools employing intuitive methods, in the larger use of written language at almost every stage than is customary abroad. This is notably the case in our lower primary classes.

"According to the latest statistics available compiled by the Volta Bureau from reports from all countries, the number of pupils still under sign-language instruction is 10,719, while 21,858 pupils are reported as under oral or intuitive methods without recourse to any form of sign language, in the 546 schools for the deaf throughout the world.

"Among the larger schools in America which now employ oral and intuitive methods exclusively, but which formerly employed sign-methods exclusively, may be named the New York Institution, with an enrollment of 465 pupils, the Pennsylvania Institution, 564 pupils, and the Illinois Institution, 589 pupils. The New York and Pennsylvania Institutions are the oldest schools for the deaf in America, with a single exception. The Illinois and the Pennsylvania Institutions are the largest boarding schools for the deaf in the world. The latest statistics record 95 schools for the deaf in the United States. Previous to 1866 all the schools, twenty-five in number, were sign-schools exclusively. Twenty-two schools at present employ intuitive methods exclusively, four employ sign-methods exclusively and the remainder employ various mixtures, or combinations of methods, the

differences prevailing in the latter schools not permitting classification with scientific accuracy. Many of these schools are in fact in a state of transition from the obsolescent methods of sign-instruction to intuitive methods. Every school for the deaf in America makes some provision for instruction by oral methods, according to the latest statistics, excepting the Columbia Institution in Washington City, the California, Maine, and Oregon Institutions, four day schools in Chicago, one of the Cincinnati day schools, the day schools in St. Louis, Mo., and Evansville, Ind., and two out of seventeen private, or denominational schools. In nearly all the schools named, speech is taught as an accomplishment to as many pupils as in the judgment of the management can profit thereby, 77 per cent. in Washington City, 89 per cent. in Maine, and 100 per cent. in the Chicago day schools. Purely oral methods are employed in many of the latter schools.

"From the foregoing pages it will be seen that the Illinois State school for the deaf, though conservative in its attitude, has been taking an important part in the great educational revolution which is affecting profoundly American schools for the deaf.

"The oldest schools for the deaf in the world have existed only a little more than a century and the progress made in them is an index to humanitarian progress throughout the world. Whatever imperfections may mark the education of the deaf, year by year, in larger numbers, deaf men and women take their places in the world, recognized as useful and educated members of society. They are not only a credit to themselves and to their educators, but they have done much to remove the ancient barriers of prejudice and ignorance in the world at large which marked the deaf and dumb as a peculiar people.

"The necessary isolation of the deaf is removed exactly in proportion to their mastery of alphabetic language. With the mastery of our language the embargo is removed from the intellectual progress of the deaf. They cease to be mysterious beings, requiring mysterious methods of instruction, and they are able to pursue the same studies with their more fortunate brothers and sisters, a musical education alone being beyond their reach. Already a large number of pupils educated in this school and in similar schools have received degrees from the national college for the deaf. Schools in which improved methods have been longer used, or having more gifted pupils, have prepared a few pupils for high schools, colleges and universities for hearing men and women. In the words of a cultured lady, herself totally deaf from infancy, 'It marks the dawn of a new era when the deaf person shall be regarded as capable of the same kind and degree

of education as any other American, and the methods used in its instruction approximate more nearly to those employed by ordinary teachers.' To-day, deaf-born speaking pupils are successfully pursuing their studies in the Lawrence Scientific School, Columbia School of Mines, and other institutions for higher instruction who belong to the class of the deaf pronounced less than half a century ago by the highest educational authority in America at that period, as incapable of learning to understand the use of vocal language."

**The Annual Report of the Northern New York Institution,
for the year ending September 30, 1898.**

The larger part of this Report is devoted to the publication of literary productions from the pen of Hugh R. Dinwoodie, a pupil of the school, who died May 24, 1898. The poetry and prose alike show literary ability of no mean order, and there can be only regret that such a promising career has been cut short by death.

In the body of the Report, Superintendent Edward C. Rider gives his views upon language teaching, urging with much force the employment of exclusively English methods. We present his argument upon this subject :

"One of the most important things to be taught at a school for the deaf, is the English language. In fact it is the only language that should be used in these schools, excepting of course, such foreign languages as might be subjects of study with advanced pupils, and the limited and deficient manners of expression which new pupils bring with them, if such can be called language. Under proper conditions, however, this is soon forgotten in the substitution of whatever language with which the child finds himself surrounded at school, be it signs or be it English. How long would an American child, separated from kith and kin and transported to Germany or to France, continue to use his mother tongue? Deaf children in going to school leave home and kindred for the care and instruction of new friends, and like the child in a strange land, they gradually adopt the vernacular language of their associates. In this country what ought this language to be? What ought to be the instrument of thought? If the deaf are to be prepared for the society of the hearing ; if they are to keep in touch with progress ; if they are to

exercise intelligently the rights of citizenship, then they must be made people of our language.

"At present, opinions differ as to the best way of accomplishing this desirable end. In some schools the crude gestures of beginning children are made the basis of an elaborate system of signs, commonly known as the 'sign language,' but misunderstood by the general public as being equivalent to English. It is ideographic and conventional, somewhat analogous to the French with respect to its use, and lacking in grammatical arrangement. For example, the question, May I go to the village? is usually asked in signs which, interpreted literally, would mean in English, Village me go? Or it could be as well translated as meaning, Me gone village. Facial expression and the nodding of the head puts it in the form of a question. Where this course is followed, the sign language becomes the principal means of communication, thought is developed through it, and English becomes a translation of it.

"No doubt, in most schools the English language is considered of paramount importance and probably it would be if it were to be made so from the beginning. But where its use is confined principally to the class-rooms, the results are not unlike those that attend the study of French in our public schools; too little use of the language to be learned, and too much of the language already learned, makes the acquisition of the neglected one slow, tedious, and unsatisfactory.

"In this institution we would have our children live, as it were, in an atmosphere of English. Their eyes are their ears, so we would have them see words, phrases and sentences, over and over in countless repetition—just as a hearing child hears a great deal of language before it can pronounce a single word—and then as they grow to comprehend, their expression will be in the language of their thought, conversation will come easy, and the ability to read understandingly will be sure to follow. In order that the deaf may acquire the English language naturally, it should not be forced upon them through an artificial process of instruction. They should learn it as we learned it, by unconscious absorption and assimilation. The same common impulses for expression exist in them as in us, and like us in the beginning, knowing no other language, they will, wholly without effort, use with spontaneity this language which can be theirs without knowing how they came by it.

"Our little people in the kindergarten are out of the classroom at least seven hours of each school day, all day on Saturday, and the most of Sunday. During this time they are more

or less together, enjoying freedom of play and liberty of conversation. This means that for about fifty-four hours each week, or twice as long as they are actually in the class-rooms, these children have the best of opportunities for the practice of English. They talk and are talked to, they read and are read to, and on the whole their time is well occupied. It is simply a matter of degree. With one supervisor for each group of seven or eight pupils, it is believed that besides affording unusually good care and direction, it would be possible so to arrange that these children would see language, read language, write language, and speak language from early morning till bed time, thus approximating more closely the advantages universally accorded to those who hear.

"Parents and friends with whom our pupils spend their vacations are in positions to supplement this work. Much depends upon them to assist in fixing the language habit. It might require a little time and patience on their part, but what mother would not be glad to do this little for her unfortunate child. She could take the pains to speak to him, to spell to him, or to write to him, and to require him to use like means in communicating with her. If by any of these approved methods the child cannot be made to understand, it is an easy matter to explain by doing, not by signing, that which he has failed to comprehend."

The kindergarten work of this school is evidently one of its most important features. Mr. Rider is making a special study of the methods of the kindergarten as they may be adapted to and applied in the work of the education of the deaf. The profession will watch the work that he is doing in the Malone school and follow it with interest to whatever conclusion he may bring it. Upon this subject Mr. Rider says:

"Our kindergarten continues to be a source of great satisfaction. The character of its work seems to furnish activity for the busy minds, trains them gently into right habits of thought and action, and helps to develop a skilful hand and eye through its occupations, plays and games. It starts the school life of our children in happiness and contentment; it surrounds them with influence both homelike and elevating, and in a manner never before so satisfactory, it is preparing them in language and proficiency for their promotion to the primary classes.

"The suggestion that what exists at schools for the deaf commonly known as kindergartens are in reality nothing more than primary schools, arises from a misapprehension of what a true kindergarten is. It is obvious that a kindergarten for the

deaf must differ from one for the hearing just so far as it is necessary to modify the application of methods in order to meet the needs of the deaf child. Froebel said of his first kindergarten established over fifty years ago : 'It shall not only take under its care children under school age, but give them occupation suitable to their nature, to strengthen their bodies, to practice their senses, and to help busy the awakening mind ; to make them, in a pleasant manner, familiar with nature and man, by directing their minds to the first cause of all life.' Our kindergarten seeks to attain every one of these objects, but perhaps not exactly in the same manner that is followed in every kindergarten. It might be well to ask, How many teachers carry out in detail the same scheme of exercises for reaching certain general results ? Even among those possessed of all their faculties, there must be adaptations and modifications as individuals may require; yet this fitting of the method to the child is not thought to violate the principles of the kindergarten.

"Our kindergartners are women of high character, self-controlled, kind, and courteous. The sympathy and love go out to control the children in willing obedience and in proper conduct. They live examples of truthfulness, kindness, reverence, and their work is to train the heart to feel, the eye to see, the tongue to speak and the hand to do. They recognize that every child has a conscience, which exists in the development of the sense of duty and justice, thus bringing into exercise the inherent knowledge between right and wrong, and which brings conviction of the existence of God. This department is a kindergarten in its true sense.

"The attention of parents should be directed to the fact that children should be brought to the kindergarten at the earliest practicable age, as 'a wrong bent in this period, a neglect at this time, may never be made good by after training.'"

**Der Imitative Sprachunterricht in der Taubstummen-
schule auf der Basis der Lautschrift, von G. FORCH-
HAMMER. Translated from the Danish by E. Goepfert,
Leipzig. F. Schneider, 1899.**

Rendered into English the title of this interesting and carefully prepared treatise would in brief literally read : An imitative language teaching method based upon writing phonographically.

Both the author and the translator have, at teachers' meetings, and in print at various times, urged language instruction upon these lines, and in this exposition of his ideas and methods, the author has asked the translator to include also a monograph by Mr. Goepfert which previously had appeared in German entitled : " The relation of writing forms to the words of spoken language in teaching language to the really deaf, more especially the mentally backward deaf." The Danish author furthermore, in support of his theory and practice, most appreciatively referred to Dr. A. Graham Bell's statements, and accompanying remarks of approval by the editor of the *American Annals*, (April 1883), in which an article of Dr. Bell appeared under the title : " Upon a method of teaching language to a very young congenitally deaf child." The whole of this article was translated in Danish by Mr. Forchhammer, and added to his treatise as an appendix, and has now been re-translated into German by Mr. Goepfert, and added to the translated treatise before us. In his advocacy of ascertaining and pursuing the *most natural methods* possible, the author furthermore extensively and approvingly cites Miss Sullivan's manner of teaching Helen Keller, and while severely condemning the existing incongruities of the means of " reception " and " reproduction " which existing methods present to pupils, strongly urges what in America is already familiarly known under the term of " Visible Speech." The author as yet, however, seems not to have cognizance of Prof. A. Melville Bell's system of a strictly scientific basis of universal alphabets, but has elaborated a system of his own based upon the Latin script used in the Danish language, examples of which are appended. The particulars, however, of this need not be enlarged upon, as all who are at all familiar with the Bell system of " Lane Writing and Visible Speech " would at once recognize the futility of attempting to introduce the authors mere modifications of a system of alphabets, which many times over, already, has been vainly attempted to be adapted to strictly scientific phonetization. Nevertheless, the work is one of decided merit, and its earnest arguments deserve to be studied as they give most

encouraging evidence of deep pedagogical insight and effort at genuine progress.

As briefly illustrating how intelligently the instruction of the deaf is conducted in Scandinavian countries, it may be well to state here, that among others there, Denmark may be considered in the forefront. The Royal Institution for the Deaf, at Copenhagen, was founded in 1807; in the year 1817 obligatory instruction of the deaf was enacted ; in 1846, the introduction of the oral method was decreed, and finally (1891), the establishment of the Royal Institution at Nyborg for the deaf, was effected. Obligatory attendance of every deaf child at the age of eight years (not under private tutorship) being vigorously enforced, ensures the entry of every deaf child at the initial Royal Institution of Fredericia, where it undergoes a year of probational classification. All pupils after this first year of probationary instruction, found to have hearing power, (and not strictly speaking deaf,) are then transferred to the Royal Institution at Nyborg, where they receive a seven years course of instruction. The remainder of one year pupils at the Fredericia institution are then separated into three divisions, A, B, and C. The A and B pupils remain in the Fredericia school, and are instructed by the pure oral method for the remaining seven years of the full school term, while the C pupils are transferred to the Royal Institution at Copenhagen, where the course of instruction is conducted both orally and by means of the manual alphabet.

The Eleventh Annual Report of the Sarah Fuller Home for Deaf Children.

"This Home was founded by Mrs. Louise Brooks, in 1888. It is for the purpose of giving a home, with care and instruction, to such little deaf children as are too young to enter the Horace Mann School, and also for those whose parents or guardians cannot give at home the preliminary instruction which the loss of hearing renders necessary." The Principal, Eliza L. Clark, gives the following interesting details as to the number of children in the Home and their ages :

"During the year that has just closed, the eleventh in the history of the Home, eighteen children have been under its care ; four of this number have been transferred to the Horace Mann School at Boston, two have been discharged to enter other schools, one to receive private instruction, and one, after remaining in the Home several weeks on trial, was dismissed as not being mentally qualified to receive its benefits.

"Seven new children have been admitted during the year, ranging in ages from two years and five months to four years and eight months, making the youngest class that has been in the Home at any one time since its inception."

The Home is visited weekly by Misses Jordan and Adams, of the Horace Mann School, who give special instruction to the children in articulation and language.

Proceedings of the Biennial Conference of the National Association of Teachers of the Deaf (of Great Britain), held at Derby, England.

By courtesy of Mr. Fearon, of the Halifax school, this report has been placed in our hands. It is a book of 233 pages, beautifully printed and fully illustrated with portraits of teachers and prominent personages in attendance upon the conference. In its subject matter we may fairly say, it is one of the most interesting reports that it has been our fortune to read. The subjects discussed related to questions of vital and pressing interest, and perusal of the papers offered gives a fair insight into the problems, in their character and scope, as they present themselves to our fellow-workers in British schools. The ablest teachers in Great Britain were present and took part in the proceedings, and although partisans of the several methods spoke freely their views, it was always with consideration and courtesy such that the utmost good feeling prevailed. It is clearly evident,—evident from the papers read and the discussions upon them,—that the work of the education of the deaf in British schools is advancing, and upon the best lines. Dr. Roe, the headmaster of the Derby Institution, under whose direction the conference was held, is to be congratulated upon the success that attended his labors, and not the least, also, upon the form and the matter of the report that he has been able to print and send out.

Lip-Reading—an Aid for the Incurable Deaf; by MRS. CORA D. GORTON, New York.

This is a pamphlet reprint of a paper originally appearing in the *Medical Record*, and its aim is to offer encouragement to persons who have become deaf in adult life, showing them how the art of "speech and expression reading" may be acquired.

Secondary Education for the Deaf of Great Britain; a Paper read before the Third Conference of the National Association of Teachers of the Deaf, sitting at Derby, August 2-4. 1899; by J. A. TILLINGHAST, M. A.

In this pamphlet—a reprint of the original paper read—Mr. Tillinghast urges strongly the making of provision of some kind for the advanced education of the deaf of Great Britain. He exemplifies the College at Washington as a demonstration of the possibilities in the case, and shows that the discouragements and impediments now in the way are no greater than confronted the Washington enterprise at its inception. With 3,500 pupils in attendance at the elementary schools, Mr. Tillinghast urges that the material is available for an advanced school of some kind. He argues that "Gallaudet College created its own constituency. The real trouble had been that until there was something higher to work for, until there had been ocular proof that superior education for the deaf was thoroughly practicable, neither pupils nor teachers had waked up to their true possibilities. The moment these were supplied, however, ambitious pupils began work with new zeal and energy. As soon as a relatively high standard had been set for matriculation into the college, every school began to compare that standard with its own, and under the pressure of public opinion to devise ways and means of reaching and articulating with it." Two alternatives to the establishment of a college are offered: the creation of secondary classes within the schools already existing, and the establishment of a correspondence academy bearing analogy to the well-known university correspondence college in its methods. It is suggested that either of these plans might be adopted and later prove to be the intermediate step leading ultimately to a residential college.

EDITORIAL.

Our Acknowledgements

The kindly reception accorded the first issue of the ASSOCIATION REVIEW, by the press and in letter mail, gives assurance that the enterprise has the good-will of the profession, and that there is room and place, moreover, in the work for an educational publication covering the field in the manner and to the extent that this magazine proposes. We wish here to thank one and all for their kind words, and to give assurance that all effort will be made in the future conduct of the REVIEW to deserve them. We may say to those who have, with their words of good-will, given expression to the fear that the policy of the REVIEW might, as to methods, be one of narrowness and exclusion, that we hope to show by the pages of the REVIEW itself, in the spirit that controls them and in the matter that they contain, that this fear is a groundless one. Certainly, fair and courteous discussion will be welcomed, and, within limitations, will always be given place. Discussion that seeks only truth usually finds it, and this is what all wish to learn no matter what their practice or their creed. No method can be a right one that fears truth, or that dreads discussion that aims to establish it.

To those who have in correspondence made kindly suggestion as to the matter and the general policy of the REVIEW, we are especially grateful, and we would invite the largest freedom on their part, and on the part of all, in the offering of further criticism or suggestion looking to the improvement of the magazine and to the enlargement of its usefulness; for we realize that well-meant, well-directed criticism can not but be helpful, and fruitful eventually of good, to the cause in whose interest it is offered.

**Twelfth Census of
the United States**

On behalf of the census committee, appointed by the Association at its last meeting, in Northampton, Mass., President Bell called on the Hon. Wm. R. Merriam, Director of the twelfth census, and Dr. Fred.H. Wines, Assistant Director, in Washington, D. C. He found that the existing provision of law relating to the enumeration of the deaf and of the blind limited the inquiry to the pupils "in Institutions," and that the census bureau could not ascertain the numbers of deaf and blind children who are not under instruction, or obtain any information concerning the graduates of our schools, without an amendment to the law. Dr. Wines, however, stated that the census bureau would be glad to compile such statistics as might be desired by teachers of the deaf and blind, so far as the provisions of the present law permitted.

Under these circumstances President Bell decided to call a meeting of the census committee to consider the matter. The committee met at the Gilsey House, New York City, on Thursday, November 23rd, and Dr. Bell presented a letter from Dr. Wines which is printed herewith, stating the position of the census bureau on the question. The committee empowered the President to communicate with the census bureau and to recommend that in collecting the Institution statistics relating to the deaf, the same form of special schedule be employed that was used in the 1890 census, in forming the card catalogue of pupils that is now preserved in the Volta Bureau. This card catalogue contains about 40,000 names, and includes details concerning all the pupils admitted to our schools for the deaf from the founding of the American School at Hartford, in 1817, up to June, 1890, when the last census was taken. The committee recommended that these school statistics be continued on the same general plan, in the form of a card catalogue, and that they should include details concerning all the pupils admitted to our schools since the last census was taken, and that, upon the publication of the census material, the cards should be preserved and added to those already deposited in the Volta Bureau.

The Committee also prepared a letter of inquiry, to be sent to the heads of all schools for the deaf and for the blind in the

United States, requesting the views of the Superintendents and Principals and of the Boards of Trustees of the various schools, concerning the advisability of appealing to Congress to amend the census law, so as to permit of the enumeration of all of the deaf and the blind in the United States, as has been done in every census since 1850.

The following is the letter of Dr. Wines, which led to the action of the committee and explains it :

DEPARTMENT OF THE INTERIOR,
CENSUS OFFICE,

WASHINGTON, D. C., November 20, 1899.

DR. A. GRAHAM BELL, Washington, D. C.

Dear Sir: Referring to the question which you addressed to me in your capacity as chairman of the committee appointed by the American Association to Promote the Teaching of Speech to the Deaf, namely, whether it would be possible to secure an enumeration of the deaf in the United States under the present census Act, with or without amendment, I have to reply as follows:

The Act provides, in Section VII, that the twelfth census shall be restricted to inquiries relating to the population, to mortality, to the products of agriculture, and of manufacturing and mechanical establishments. In that section a list of subjects to be comprehended in the schedules relating to population is given, from which the inquiry as to deafness, blindness, etc., usual in previous censuses, is excluded.

The eighth section contains the following provision:

“That after the completion and return of the enumeration and of the work upon the schedules relating to the products of agriculture and to manufacturing and mechanical establishments, provided for in section seven of this Act, the Director of the Census is hereby authorized to collect statistics relating to special classes, including the insane, feeble-minded, deaf, dumb, and blind; to crime, pauperism, and benevolence, including prisoners, paupers, juvenile delinquents, and inmates of benevolent and reformatory Institutions;
* * * The statistics of special classes, and of crime, pauperism, and benevolence specified in this section

shall be restricted to Institutions containing such classes: *Provided*, That at the time of the census enumeration, the data relating to these classes may, in the discretion of the Director of the Census, be collected by the enumerators of such institutions, who shall receive compensation therefor at rates not exceeding, in per capita districts, five cents for each name enumerated and returned. The collection of statistics authorized by this section shall be made at such time or times and in such manner as will not interfere with nor delay the rapid completion of the census reports provided for in section seven of this Act, and all reports prepared under the provisions of this section shall be designated as 'Special Reports of the Census Office.'"

Why the collection of statistics relating to special classes is restricted to Institutions containing such classes, I do not know, not being informed as to the source of the suggestion, or the character of the discussion (if there was any discussion) in the Census Committee upon this point.

I have received a letter from Mr. Frank H. Hall, Superintendent of the Institution for the Education of the Blind of the State of Illinois, from which I make the following extract:

"The two vital points concerning the blind are as follows:

"(1) How many blind children are there who are not being educated?

"(2) What has become of those who have already enjoyed the benefits of the Institutions?

"Investigations on neither of these lines seem to me to come within the scope of the census enumerators as their duties are defined by the statute."

This is in reply to a letter in which I asked him whether he thought it worth while to prepare a special schedule with questions relating to the blind for the collection of information concerning pupils in institutions for the blind. He adds, "I confess my inability to suggest anything of value that can be done by your enumerators in the interest of a better knowledge of the condition and needs of the blind."

This expresses exactly my own conviction on the subject, and the remark made by Mr. Hall concerning the blind seems to me to apply with equal force to the deaf.

I need not say that I very much regret the action of

Congress, since I am sure that great dissatisfaction will be felt by the friends of those special classes, and it seems to me to be a serious blow to the advancement of the philanthropic movement in this country for their better care and treatment.

The Census Office is, however, under obligation to comply with the law as it finds it, and criticism of the action of Congress is no part of its function. I should say, therefore, that without an amendment to the law no useful purpose is likely to be subserved by the preparation of a special schedule for the deaf. The inquiry should relate to *all* the deaf, in and out of Institutions.

In reply to the question whether such an amendment is practicable or desirable at the present time, it seems to me that you should know that the population schedule is now in the hands of the public printer, its form having been finally decided, and that 1,200,000 sheets of the same are expected to be delivered to this office on or soon after the first day of January, 1900. These schedules will be packed in boxes and shipped to the supervisors, to be by them distributed to the enumerators, and we hope to make the last shipment of this kind not later than the 1st of April. We shall send out a printed pamphlet containing instructions to enumerators for their guidance in the performance of their duty. You will, I think, readily see that it is now too late to include upon the population schedule, columns for the indication of the numbers of the special classes, and also too late to include in the instructions to enumerators any reference to those classes. If Congress should authorize the preparation of a special schedule, to be placed in the hands of the enumerators, upon which the members of these special classes could be recorded, it would be impossible to secure the necessary check upon the lists reported in previous census by the population schedules, and it would also be impossible to give to the enumerators the necessary instructions concerning their use. I conclude, therefore, that the proposition to amend the law at the coming session of Congress is not a practicable one.

It is consequently unnecessary to consider the question of the desirability of such an amendment ; but I may add that the office dreads the reopening of the question of the census inquiries, and would probably resist it, no matter for what purpose or by whom it might be urged, even though we might agree with the authors of the proposed amendment in the belief that it is important and desirable.

Very sincerely yours,

FRED. H. WINES,
Acting Director.

P. S. Since writing the above I have received a letter from Dr. A. B. Richardson, Medical Superintendent of the Government Hospital for the Insane, from which I venture to quote as follows :

“ I am very sorry that there is not to be an accurate and complete census of the insane and other defective classes of our population. I have been looking forward to the results of this census for some reliable basis upon which we can determine the rate of increase, if there is any, in the production of these classes. You know that before the last census we had no accurate basis upon which to make an estimate, and it requires another to compare with the last, in order to arrive at anything definite. As to statistics procured from Institutions alone, I agree with you that they would be utterly valueless. They would not represent the numbers of those classes, in the population, and there would be no way of determining what proportion they would include. If the work is to be restricted to these, it might as well be omitted altogether.”

A Question

Answered

Mr. McDermid of the Manitoba Institution, after reading the paper in our October number by Mr. Fechheimer, upon his “ University Experiences,” makes comment upon it in his school paper, raising a question as to Mr. Fechheimer’s deafness. We stated in our editorial reference to the matter that Mr. Fechheimer was born totally deaf, but this statement evidently escaped Mr. McDermid’s notice. To make sure of the point, and to set at rest all question upon it, we clipped Mr. McDermid’s comment and enclosed it in a letter to Mr. Fechheimer for him to make such answer to as he might wish. Our own judgment, in the light of Mr. Fechheimer’s reply is, that our statement that he was born deaf was not strictly true ; but that the deafness was a result of the sickness soon after birth.

In order that our readers may have all the facts in the case, we reprint below the clipping from Mr. McDermid’s paper, together with our letter to Mr. Fechheimer and the reply which it drew forth :

"Mr. A. L. Fechheimer, a graduate of the Clarke School, and also of Columbia University, tells an interesting story of his university experiences; how it is possible for a deaf person, who is able to speak, to work his way through college. We would be able to estimate the worth of this feat at its true value if we knew at what age he lost his hearing. If he is a semi-mute and a good lip-reader, there should be nothing either remarkable or unusual in what has been done, but on the other hand, if he is indebted to the Clarke School for his speech and intellectual attainments as a ground work for his college education, we are willing to recognize and to give due honor to such a school. True, no claims are made to magnify oralism or mislead any one, but the natural inference is, were it not for the Clarke School, this gentleman could not have gone through Columbia University. If he had speech, a talent for lip-reading and mental capacity, he could have performed the same feat coming from one of our combined schools."

The following is the editor's letter to Mr. Fechheimer :

MT. AIRY, PHILADELPHIA, November 7, 1899.

MR. A. LINCOLN FECHHEIMER,
Cincinnati, Ohio :

Dear Sir : One of the school papers raises the question as to your deafness, whether you were born deaf, or are what is commonly known as a "semi-mute." It might be well to have a statement from you upon this point, thus settling the question for all time. May I ask that you make such a statement in order that I may use it in the REVIEW. I enclose the article that you may see just the nature of the question raised and its bearings.

Very sincerely yours,

F. W. BOOTH.

Mr. Fechheimer's reply is as follows:

WINNETKA, ILLS., November 10, 1899.

MY DEAR MR. BOOTH:

Your letter of the 7th inst. reached me today, and in reply to the question as to my deafness, I would say that I was either born deaf, or lost my hearing when about two weeks old. At that age I had brain fever. It is impossible to say, therefore,

whether my deafness was congenital, or the result of the fever, as the doctors tell me my sickness might have had this result. In either case, I have been deaf practically all my life.

The article you enclosed seems to raise a question as to whether I am indebted to the Clarke School for my "speech and intellectual attainments," which I feel ought to be answered. I would, therefore, like to add that I entered Clarke School at the age of nine years, after having had four years private instruction by the oral method. In the six years subsequently spent at that school, my speech and lip-reading were greatly developed, and there the foundations of my general education were laid. I feel that any success I may have had since then, should be attributed in part to the patient and careful training of my private instructress, but chiefly to Clarke School and its methods.

If, at any time, I can be of any service either to you or to the cause, please do not hesitate to call upon me.

Yours very sincerely,

A. LINCOLN FECHHEIMER.

**Helen Keller's
Examinations**

In the *Annals* for November, Mr. W. Wade in a letter to the editor, enters dissent from the statement, originating in the Boston *Transcript* and republished by the *Annals* in September and by the REVIEW in October, that Helen Keller was unfamiliar with American Braille, and he produces the "Helen Keller Souvenir" and the "Annual Reports of the British and Foreign Blind Association" in support of his statement that Helen wrote her "Frost King" in American Braille some time before she saw the English Braille. The following is an extract from Mr. Wade's letter:

"Let me assure you that it is incorrect that Helen does not know American Braille; I know this in several ways, but this should suffice. In the 'Helen Keller Souvenir,' published by the Volta Bureau, Miss Sullivan contributes a paper addressed to Hon. John Hitz, dated March 15, 1892, in which she states at the bottom of the third page of said letter (*Annals*, xxxvii, 143) that Helen wrote 'The Frost King' 'in Braille, as usual,' and fixes the date of that writing as during October, 1891. Now, the Report of the British and Foreign Blind Association, of London, England, contains Helen's letter, dated 'Tuscumbia,

Ala., 24th October, 1892,' saying: 'I learned the English Braille in one afternoon. I have already read "The Dog Tribe," and several of the magazines. This Braille system is not nearly so difficult as one would imagine at first.'

"This letter refers to some books in English Braille which I sent her, and I enclose you the leaf of the British and Foreign Blind Association's Report with the above letter and the bill of the Association for said books, dated September 9, 1892; by the note on the back of the same to the custom-house brokers in New York, you will see that the books had not started to Helen on October 1, 1892. (I also enclose the letter of Mr. Boyle, the executive of said Association, replying to mine sending him Helen's letter quoted above.) The printed records in the Volta Bureau publications show that Helen wrote a long story ('The Frost King') 'in Braille, as usual,' in October, 1891, and *her* letter shows that she learned English Braille in October, 1892. Therefore, it is evident that her 'Frost King' was written in American Braille."

This letter by Mr. Wade has brought a reply from the writer of the *Transcript* article, Mr. Joseph E. Chamberlain, in a recent issue of his paper. In this reply, he practically concedes Mr. Wade's contention in these words: "The ignorance of all these systems on the part of the writer of the account of Miss Keller's examination in the *Transcript*, led him to make a slight technical error in the statement." In justice to all concerned we here reprint Mr. Chamberlain's reply so far as it relates to the point at issue:

"The statement made in the *Transcript* last summer with regard to the handicap against which Miss Helen Keller had to contend, in her entrance examinations for Radcliffe College in June, has led to a certain misunderstanding. The simple fact is that until two days before the examination the American system of Braille or point-writing for the blind used in mathematics was absolutely unknown to Helen Keller, and the evening before her examination her tutor discovered that some of the algebraic signs were still unknown to her. She had to learn them in that short time as well as she could. Only those who understand the likeness and unlikeness of American and English Braille can appreciate the difficulties and confusion that these dissimilarities gave rise to on such an occasion. There is an American Greek Braille, an English Greek Braille and a German Greek Braille, besides 'New York point,' which is still another

system of point writing. All of these Helen Keller has been obliged to be more or less familiar with, in order to carry on her studies; but much the greater part of all her text-books are in English Braille. The ignorance of all these systems on the part of the writer of the account of Miss Keller's examination in the *Transcript* led him to make a slight technical error in the statement—which, however, exaggerated the handicap that she was under but little, if it did at all."

**Parents'
Associations**

The "Detroit Association of Parents and Friends to Promote Speech in the Deaf" met in the Assembly Room of the Board of Education Building, Detroit, Michigan, on Tuesday evening, the 24th of October. Superintendent of Public Schools, Mr. W. C. Martindale, presided, and officers were elected. Sixteen parents and guardians joined the association. There were short talks from many members, and the meeting was declared by all to be a most enjoyable and profitable one. This was the first meeting held in Detroit since the passage of the day-school bill by the Michigan legislature. The next meeting was held on Tuesday evening, the 7th of November, but we have not yet received an account of the proceedings.

We should be glad to receive reports of meetings of Parents' Associations whenever and wherever held, and we urge that Secretaries make a practice of sending such reports to the REVIEW. The Secretary of the Detroit Association is Miss Anna E. Robinson, 1161 Grand River Avenue, Detroit, Michigan. Secretaries of other Associations would confer a favor by sending us their addresses, together with the addresses of their Presidents, as we purpose publishing a list when completed of all the Associations affiliating with schools for the deaf in the United States, with the names of their officers.

New school buildings have been erected during the year by the Ohio and the North Carolina Institutions, and one is under process of erection at the Michigan school. At other

Institutions buildings for various purposes are under construction, notably, a school and administrative building at the Hartford school, a kindergarten building at the Western Pennsylvania Institution, and dormitory and industrial department buildings at the Texas school. These buildings have all been much needed, and they will undoubtedly add greatly to the facilities of the several schools named, and, in equal measure, increase the effectiveness of the work they are doing.

A CORRECTION.

TO THE EDITOR OF THE REVIEW:

I am glad to have my attention called to a mistake that I made in my report of the proceedings of Department XVI of the N. E. A., published in the October number of the REVIEW. In that report I inadvertently used the word "old" in speaking of a letter that Dr. Wilkinson quoted. The letter from Dr. Crouter, from which Dr. Wilkinson quoted, was written in March of the present year, so it was in no sense an "old" letter. If you will kindly give space to this correction, I shall be obliged.

EMMA F. WEST.

The editor has been requested to make a further correction in Miss West's report, in its reference to Mr. O'Donnell's remarks. The report first states that Dr. Waddell "spoke feelingly in support of day-schools and oralism." It then goes on to say that Mr. O'Donnell "disagreed warmly with Dr. Waddell"—implying that the disagreement was with Dr. Waddell's position upon both "day-schools and oralism." Mr. O'Donnell informs us that his remarks were made solely in opposition to "day-schools," and not at all in opposition to "oralism;" and, furthermore, that what he said upon the subject of oralism was in its favor. We are glad to place Mr. O'Donnell right in the eyes of the profession as to his attitude upon the question of oralism.

A lady teacher of Sloyd, now teaching in London, wishes a position in a school for the deaf in the United States. Her address may be obtained from the editor of the REVIEW upon application.

WANTED: An oral teacher of two or three years experience. Address E, care of the ASSOCIATION REVIEW.

SUPPLEMENT TO VOLUME I
OF
THE ASSOCIATION REVIEW

CONTAINING THE
ACT OF INCORPORATION, AND THE CONSTITUTION
AND BY-LAWS OF THE AMERICAN ASSOCIA-
TION TO PROMOTE THE TEACHING
OF SPEECH TO THE DEAF

TOGETHER WITH
A LIST OF THE OFFICERS, AND THE NAMES
AND ADDRESSES OF THE MEMBERS

DECEMBER
1899

OFFICERS OF THE ASSOCIATION

1899

PRESIDENT,
ALEXANDER GRAHAM BELL.

VICE-PRESIDENTS,

A. L. E. CROUTER,

CAROLINE A. YALE.

SECRETARY,
Z. F. WESTERVELT.

AUDITOR,
A. L. E. CROUTER.

GENERAL SECRETARY AND TREASURER,
F. W. BOOTH,
(7342 Rural Lane, Mt. Airy, Philadelphia.)

DIRECTORS.

ALEXANDER GRAHAM BELL, MRS. GARDINER G. HUBBARD.
A. L. E. CROUTER.

Term Expires 1900.

CAROLINE A. YALE, EDMUND LYON, RICHARD O. JOHNSON.
Term Expires 1901.

PHILIP G. GILLETT, SARAH FULLER, Z. F. WESTERVELT.
Term Expires 1902.

EXECUTIVE COMMITTEE.

ALEXANDER GRAHAM BELL, Chairman,
CAROLINE A. YALE, MRS. G. G. HUBBARD,
A. L. E. CROUTER, EDMUND LYON,
Z. F. WESTERVELT, *Secretary, Ex-officio.*

CERTIFICATE OF INCORPORATION
OF THE
AMERICAN ASSOCIATION TO PROMOTE THE
TEACHING OF SPEECH TO THE DEAF.

STATE OF NEW YORK, }
City of Albany, County of Albany, } ss.

We, the undersigned, of full age, citizens of the United States, three of whom are citizens of the State of New York and resident therein, being desirous of associating ourselves together for the purpose of promoting instruction in speech to all deaf children throughout America, as hereinafter is more particularly described, pursuant to and in conformity with an Act of the Legislature of the State of New York, passed April 12th, 1848, entitled "An Act for the incorporation of Benevolent, Charitable, Scientific, and Missionary Societies," and the several acts of the said Legislature amendatory thereof, and supplemental thereto, do hereby certify and declare as follows :—

First.

That the corporate name by which said Association hereby to be formed shall be known and distinguished is and shall be THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

Second.

That the objects for which said Association is formed are as follows, viz. : To aid schools for the deaf in their efforts to teach speech and speech-reading; by providing schools for the training of Articulation teachers ; by the employment of an agent or agents who shall, by the collection and publication of statistics

and papers relating to the subject, and by conference with teachers and others, disseminate information concerning methods of teaching speech and speech-reading; and by using all such other means as may be deemed expedient, to the end that no deaf child in America shall be allowed to grow up "deaf and dumb" or "mute" without earnest and persistent efforts having been made to teach him to speak and read the lips.

Third.

That the number of directors of said Association shall be and are nine in number, and that the names and residences of such directors who shall manage its concerns for the first year are as follows :—

ALEXANDER GRAHAM BELL, President,	Washington, D. C.
GARDINER G. HUBBARD, 1st Vice-President,	Washington, D. C.
CAROLINE A. YALE, 2d Vice-President,	Northampton, Mass.
Z. F. WESTERVELT, Secretary,	Rochester, N. Y.
ELLEN L. BARTON,	Kinderhook, N. Y.
A. L. E. CROUTER,	Philadelphia, Pa.
PHILIP G. GILLET,	Jacksonville, Ill.
DAVID GREENBERGER,	New York, N. Y.
MARY H. TRUE,	Bethel, Maine.

Fourth.

That the principal office of said Association shall be and is located in the Delavan House of the city of Albany, county of Albany, and State of New York.

In testimony whereof we have made, and signed this certificate in duplicate, and have hereunto set our hands and affixed our respective seals this fourth day of September, one thousand eight hundred and ninety.

ALEXANDER GRAHAM BELL,
CAROLINE A. YALE,
ELLEN L. BARTON,
DAVID GREENBERGER,
Z. F. WESTERVELT.

STATE OF NEW YORK, }
City of Albany, County of Albany, } ss :

I, Avery Herrick, a Notary Public, duly commissioned and qualified, do hereby certify that on this fourth day of September, in the year one thousand eight hundred and ninety, personally appeared before me Alexander Graham Bell, Caroline A. Yale, Ellen L. Barton, David Greenberger, and Z. F. Westervelt, to me severally known, and known to me to be the individuals named in and who executed the foregoing certificate, and they thereupon severally acknowledged before me that they did execute the same for the purposes herein set forth.

AVERY HERRICK,
Notary Public in and for Albany County, N. Y.

I, Edgar L. Fursman, a Justice of the Supreme Court of the State of New York, of the Third Judicial District, in which the principal office of the aforesaid Association shall be located, do hereby approve of the form and sufficiency of the foregoing Certificate of Incorporation, and consent that the same be filed.

Dated, September 16th, 1890.

E. L. FURSMAN,
Justice Supreme Court, Third Judicial District.

STATE OF NEW YORK, }
Office of the Secretary of State, } ss :

I have compared the preceding with the original Certificate of Incorporation of the American Association to Promote the Teaching of Speech to the Deaf, with acknowledgment thereto annexed, filed and recorded in this office on the 16th day of September, 1890, and do hereby certify the same to be a correct transcript therefrom and of the whole of said original.

Witness my hand and seal of office of the Secretary of State at the city of Albany this 16th day of September, one thousand eight hundred and ninety.

FRANK RICE,
Secretary of State.

CONSTITUTION.

ADOPTED FEBRUARY 16, 1891.

AMENDED JULY 11, 1894.

ARTICLE I.

Name.

SECTION I. This organization shall be called THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

ARTICLE II.

Objects.

The objects of the Association shall be:

SECTION I. To aid schools for the deaf in their efforts to teach speech and speech-reading by encouraging schools for the training of articulation teachers, by the employment of an agent or agents, who shall, by the collection and publication of statistics and papers relating to the subject, and by conference with teachers and others, disseminate information concerning methods of teaching speech and speech-reading, and by using all such other means as may be deemed expedient to the end that no deaf child in America shall be allowed to grow up "deaf and dumb" or "mute" without earnest and persistent efforts having been made to teach him to speak and to read the lips; thus carrying out that portion of the resolution unanimously passed by the Eleventh Quadrennial Convention of Instructors of the Deaf, held at the California Institution for the Deaf and Dumb, at Berkeley, California, July 15-22, 1886, which reads as follows: "*Resolved*, That earnest and persistent endeavors should be made in every school for the deaf to teach every pupil to speak and read from the lips."

SECTION II. To gather information respecting the instruction in speech given in schools for the deaf.

SECTION III. To obtain from schools for the deaf statements of the difficulties encountered in teaching speech to their pupils, to the end that this Association may offer such aid as may be in its power to overcome these obstacles.

SECTION IV. To arrange for special courses of lectures and discussions upon subjects relating to the teaching of speech and speech-reading and the use of speech by the deaf.

SECTION V. To publish from time to time such papers or articles as may in the judgment of the Board of Directors be worthy of special presentation to teachers of the deaf and those interested in oral instruction.

SECTION VI. To co-operate with the quadrennial conventions of the instructors of the deaf.

ARTICLE III.

Members.

SECTION I. All persons who are interested in the teaching of speech to the deaf shall be eligible to membership, upon such terms and conditions as are provided by the By-Laws.

SECTION II. All members in good standing, whose dues have been paid, shall *alone* have the right to vote.

ARTICLE IV.

Meetings.

SECTION I. The annual meeting of the Association shall be held in the summer of every year; the exact date and the place of every meeting shall be *fixed by the Board of Directors* and stated in the call issued by the President.

SECTION II. The Directors shall hold such meetings as may be required by Statute of the State of New York and may hold such other meetings as may be deemed advisable.

ARTICLE V.

Directors.

SECTION I. The Board of Directors shall be composed of nine members of the Association, three of whom shall be elected by the Association at each annual meeting to serve for three

years. Directors shall be elected by ballot, under the supervision of inspectors to be appointed by the President.

SECTION II. Nominations for the office of Director shall be made in writing, and placed in the hands of both the President and the Secretary, at least one month prior to the date of election, and no person not so nominated shall be eligible to the office of Directors.

SECTION III. The Directors shall have general charge of the affairs, funds, and property of the Association, for the sole purpose of carrying out the objects and purposes of the Association, as defined in its Charter and Constitution, and to this end they may exercise all the powers of the Association, subject to the Constitution, and to such action as the Association may take at its special or stated meetings.

SECTION IV. The Directors shall have power to fill any vacancy in their number caused by death, resignation, or failure of the Association to elect a successor.

SECTION V. The Directors shall present a full financial report to the Association at its annual business meeting.

SECTION VI. The Directors shall from time to time make rules and regulations, and appoint standing committees on matters not herein determined.

ARTICLE VI.

Officers.

SECTION I. The Association shall have as officers, a President, two Vice-Presidents, a Secretary, a Treasurer, and an Auditor, who shall be chosen from the membership of the Association by the Directors at their annual meeting, to hold office for one year, and thereafter until their successors are elected.

SECTION II. Agents of the Association may be appointed from time to time by the Board of Directors as in their judgment may be deemed advisable.

SECTION III. The President of the Association, and in case of his absence or inability one of the Vice-Presidents, shall call or authorize the call for all meetings of the Board of Directors

and of the Association, and designate the time and place of said meetings, and shall exercise the usual functions of a presiding officer. He shall, upon the request of three Directors, stating their reasons, issue a call for a special meeting of the Board; said call shall state the business to be considered at said special meeting.

SECTION IV. The Secretary of the Association shall notify every Director of all meetings of the Board of Directors; and every member of the Association of all meetings of the Association; issue all authorized notices to the members; make and keep a true record of all meetings of the Association and of the Board of Directors; have custody of the Constitution, By-Laws, and Corporate Seal of the Association; act as Librarian and Curator, having the keeping of all books (except books of account made by the Treasurer), as well as of all pamphlets, and manuscripts, belonging to the Association.

SECTION V. The Treasurer of the Association shall have custody of the funds of the Association, except the Endowment Fund, and shall make collections and disbursements and shall keep regular books of account thereof, which shall be subject to the examination of the President and Directors. The Treasurer shall give a bond which shall be approved by the Board of Directors, for the faithful performance of his duties, and shall annually and at such other times as may be required by the Directors, render account to the Board of Directors of all his financial transactions.

SECTION VI. The Auditor of the Association shall examine and approve all accounts and bills before their payment.

ARTICLE VII.

Endowment Fund.

SECTION I. The principal of the Endowment Fund of the Association as defined in Section II of this Article shall be held intact by a trustee to be appointed by the Board of Directors; the income of said fund being used solely to maintain the objects and purposes of the American Association to Promote the Teach-

ing of Speech to the Deaf, as set forth in its Constitution as amended July 11, 1894.

SECTION II. The Endowment Fund of the Association shall consist of the principal of the Bell Volta Fund, and all life membership fees not otherwise designated. The Endowment Fund shall also include all gifts, devises, bequests, and surplus income which may from time to time be assigned thereto.

ARTICLE VIII.

AMENDMENTS TO THE CONSTITUTION.

SECTION I. No amendment to the Constitution shall be voted upon, unless it shall have been submitted in writing at the preceding meeting of the Association.

SECTION II. To amend Sections 1, 2, 3, 4, 5 and 6 of Article II, or Article VII, or Section II of Article VIII of this Constitution the concurrent affirmative vote of two-thirds of all the members of the Association, at two successive annual meetings shall be required.

SECTION III. To amend any other article of the Constitution an affirmative vote of two-thirds of the members present at any general or special meeting shall be required.

BY-LAWS.

ARTICLE I.

Members.

SECTION I. The membership of the Association shall be composed of four classes, Regular, Life, Subscribing, and Honorary.

SECTION II. Any person whose name and address shall be forwarded to the Treasurer of the Association with the first year membership fee of two dollars (\$2) shall, upon the approval of the Board of Directors, become a member of the Association and receive a certificate of membership.

SECTION III. Any person upon the payment of fifty dollars may be elected a Life Member of the Association.

SECTION IV. The Board of Directors may elect as Honorary Members of the Association such persons as it may deem fit.

SECTION V. Any regular member paying annually ten dollars or more shall be a Subscribing Member.

SECTION VI. The annual dues of the regular members shall be two dollars (\$2) payable in advance upon the first day of January of every year.

SECTION VII. Publications of the Association, other than as provided in Section VIII, shall be sold to the members at such prices as may be determined by the Executive Committee, not exceeding their actual cost.

SECTION VIII. All the members of the Association whose dues are paid in full shall be entitled to attend all its meetings, lectures, and entertainments, and receive all its announcements, and "The Association Review" regularly for the current year.

ARTICLE II.

Meetings.

SECTION I. The Board of Directors shall hold its annual meeting in December at the principal office of the Association.

SECTION II. The President, Vice-Presidents, and Secretary of the Association shall be ex-officio the President, Vice-Presidents and Secretary of the Board of Directors.

SECTION III. The President of the Association, or in his absence one of the Vice-Presidents, shall call or authorize the call for all meetings of the Board of Directors, and designate the times and places of said meetings.

ARTICLE III.

The Powers and Duties of Officers.

SECTION I. The President shall preside at all meetings of the Association and of the Board of Directors; and shall also sign all checks drawn by the Treasurer in payment of accounts duly audited. He shall have authority to examine at any time all the books, accounts, notes, and other papers and property of the Association, and shall exercise the usual functions of a presiding officer.

SECTION II. The Treasurer shall, in addition to his duties prescribed by the Constitution, pay out funds in his possession, not reserved as endowment, solely upon the order of the President, accompanied by the voucher approved by the Auditor. The Treasurer shall present, in advance of every regular and called meeting of the Board, a statement, showing the amount of available funds in his hands. The Treasurer shall present to the President, in advance of every regular meeting of the Board of Directors, a full statement of accounts, of all liabilities of the Association, and of the outstanding dues of members. When called upon to do so by the Directors, the Treasurer shall immediately deliver to his successor all funds, notes, bonds, vouchers, and other property belonging to the Association which may be in his possession, receiving therefor duplicate vouchers, one of which shall be filed by the Secretary for permanent preservation. The Treasurer shall make collection of the membership fees, of the dues of members, and issue certificates; and shall notify members who have not paid their dues, of their obligation to the Association.

SECTION III. The Finance Committee shall be composed of three Directors elected for three years, one of whom shall be annually chosen by the Board. This Committee shall direct, on conference with the Treasurer, as to all investments of the property of the Association, and shall audit his accounts annually. All investments shall be made in the name of the Association.

SECTION IV. The Executive Committee shall consist of the President and four other members of the Board of Directors, who shall perform such duties as may be assigned to them from time to time by the Board of Directors.

ARTICLE IV.

SECTION I. These By-Laws may be modified or amended at any regular or called meeting of the Board by a vote of two-thirds of the Board of Directors.

NAMES, ADDRESSES, AND CERTIFICATE NUMBERS
OF MEMBERS OF THE AMERICAN ASSOCIATION
TO PROMOTE THE TEACHING OF
SPEECH TO THE DEAF.

DECEMBER, 1899.

‡Honorary Members. †Subscribing Members. *Deceased.
†Original Promoters. ¶ Life Members.

- ADAMS, IDA H., (79)
Horace Mann School for the Deaf, Boston, Mass.
- ADAMS, MABEL E., (353)
Horace Mann School for the Deaf, Boston, Mass.
- ADDISON, W. H., (788)
School for the Deaf, Langside, Glasgow, Scotland.
- ALLEN, ANNA C., (126)
School for the Deaf, Fulton, Missouri.
- *ALLEN, DR. HARRISON, (623)
- ALLEN, THOS. J., (541)
School for the Deaf, Flint, Michigan.
- ANAGNOS, DR. M., (338)
Perkins Institute for the Blind, S. Boston, Mass.
- ANDREWS, E. R., (180)
455 Exchange St., Rochester, New York.
- ANDREWS, HARRIET E., (654)
School for the Deaf, Rochester, New York.
- ANGELL, CATHARINE A., (651)
School for the Deaf, Rochester, New York.
- ARCHER, T. V., (496)
School for the Deaf, Indianapolis, Indiana.
- ARGO, W. K., (754)
School for the Deaf, Colorado Springs, Colorado.
- *ASHCROFT, J. I., (161)
- †ASHCROFT, MRS. HARRIET E., (160)
Mackay Institution for the Deaf, Montreal, Canada.
- ATKINSON, MISS M. E., (591)
65 Lincoln St., New Britain, Conn.

- ATWOOD, LOIS E., (162)
School for the Deaf, Talladega, Alabama.
- AUSTIN, MRS. EMMA B., (736)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- BABB, EMILY A., (743)
Clarke School, Northampton, Mass.
- BAKER, ABBY T., (186)
Clarke School, Northampton, Mass.
- BALIS, JAMES C., (542)
School for the Deaf, Belleville, Canada.
- BALLOU, LILLIAN I., (674)
School for the Deaf, Scranton, Pa.
- ‡BANERJI, B. J. N.,
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- BARKER, FRANCES, (279)
School for the Deaf, Edgewood Park, Pa.
- BARRY, KATIE E., (474)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- BARRY, WILLIAM R., (747)
1218 Druid Hill Ave., Baltimore, Maryland.
- BARTLETT, A. C., (269)
2720 Prairie Ave., Chicago, Illinois.
- BARTLETT, E. R., (777)
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- *‡BARTON, ELLEN L., (22)
- BATEMAN, JULIA R., (172)
School for the Deaf, Halifax, Nova Scotia.
- BEATTY, MARY M., (599)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- ‡BEDFORD, MARTHA H., (168)
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- BELL, MARIAN H. GRAHAM, (346)
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- *‡BELL, MRS. ELIZA GRACE,
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- BENNETT, MARY E., (772)
Day School for the Deaf, Los Angeles, Cal.
- BENSON, HARRIET S., (631)
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- BIERBAUER, FANNIE, (592)
Rockwell Building, Cleveland, Ohio.
- BIGELOW, MARY F., (132)
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- BINGHAM, CORDELIA D., (603)
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- BINGHAM, MRS. KATHARINE F., (750)
Palo Alto, Cal.
- *BINNER, PAUL, (117)
- †BLACK, ANNA M., (13)
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- BLACK, JOHN C., (265)
9 Walton Place, Chicago, Illinois.
- BLAIR, CORA L., (569)
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- BLAIR, S. O., (267)
45 Michigan Ave., Chicago, Illinois.
- BLAKE, DR. CLARENCE J.
226 Marlborough St., Boston, Mass.
- BLATTNER, J. W., (434)
School for the Deaf, Austin, Texas.
- BLEDSON, JOHN F., (766)
School for the Deaf, 649 W. Saratoga St., Baltimore, Maryland.
- †BLISS, SUSAN E., (11)
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- BLUM, ALBERT, (729)
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- BOLYN, MRS. M. I., (685)
School for the Deaf, Council Bluffs, Iowa.
- BONHAM, GUY L., (737)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- BOOTH, FRANK W., (231)
7342 Rural Lane, Mt. Airy, Philadelphia, Pa.
- BOOTH, MRS. FRANK W. (500)
7342 Rural Lane, Mt. Airy, Philadelphia, Pa.
- BOWLES, W. A. (751)
School for the Deaf, Staunton, Va.
- BRADFORD, ANNIE, (618)
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- BRECKENRIDGE, MARY S., (281)
School for the Deaf, Danville, Ky.

- BRIDGE, REV. WM. D., (712)
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- BROCK, FRANCES I., (165)
American School for the Deaf, Hartford, Conn.
- *†BROOKS, HON. FRANCIS,
- *†BROOKS, RT. REV. PHILLIPS,
- BROWN, MARY B. C., (37)
School for the Deaf, Scranton, Pa.
- BRYARLY, KATE L., (385)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- BUNTING, VIRGINIA H., (726)
School for the Deaf, Trenton, N. J.
- BURCHARD, PRUDENCE E., (121)
School for the Deaf, Station M, New York, N. Y.
- BURDICK, EDWARD S., (704)
School for the Deaf, Station M, New York, N. Y.
- BURT, W. N., (443)
School for the Deaf, Edgewood Park, Pa.
- †BUTLER, EVELYN A., (83)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- BUTLER, LOUIS C., (663)
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- CALDWELL, WM. A., (41)
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- CALMAN, EMEL, (776)
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- CAMP, MRS. WALTER H., (291)
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- CAMPBELL, MRS. A. M., (184)
36 S. First Ave., Mt. Vernon, N. Y.
- CARROL, MARY H., (406)
Kingsbridge, N. Y.
- CHENEY, LOUIS R., (780)
Hartford, Conn.
- CHRISTIAN, MISS C. E., (505)
School for the Deaf, Rochester, N. Y.
- CHRISTMAS, JEANNETTE, (99)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- CHURCH, MARY H., (488)
School for the Deaf, Scranton, Pa.
- CLARK, ABEL S., (695)
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- CLARKE, EDWARD P., (682)
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- COAKER, CATHARINE C., (449)
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- COLES, MARY, (630)
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- COLLINS, MRS. FREDERICK, (344)
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- CONNER, MARY E., (589)
School for the Deaf, Scranton, Pa.
- CONNER, RACHEL A., (590)
School for the Deaf, Scranton, Pa.
- CONNOR, W. O., (199)
School for the Deaf, Cave-Spring, Ga.
- CONNOR, W. O., JR., (525)
School for the Deaf, Council Bluffs, Iowa.
- *COOK, MRS. CHAS. S., (208)
- COWARD, GILSON, (827)
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- CURD, LILLIAN W., (643)
School for the Deaf, Devil's Lake, North Dakota.
- †CURRIER, ENOCH H., (5)
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- CURRIER, MRS. ENOCH H., (564)
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- DAWES, H. E., (784)
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- †DAWSON, ELLA S., (32)
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- DE MOTTE, AMELIA, (669)
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- *DENNIS, RODNEY, (175)
- DE SUMICHRAST, PROF. F. C., (760)
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- DEWEY, DR. JOHN, (635)
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- DOANE, LITITIA, (597)
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- DOBYNS, J. R., (580)
School for the Deaf, Jackson, Miss.
- DOLD, J. J., (794)
School for the Deaf, Olathe, Kansas.
- DONALD, DORA, (661)
School for the Blind, Gary, South Dakota.
- DONOHUE, M. LIZZIE, (708)
Day School for the Deaf, Detroit, Michigan.
- DOUREDOURE, BERNARD L., (648)
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- *†DUDLEY, HON. L. J., (80)
- EDDY, S. M., (181)
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- ELLIOTT, DR. RICHARD, (808)
Asylum for the Deaf and Dumb, Margate, England.
- ELLIS, FRANCES O., (606)
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- *†ELLIS, SILVENUS A.,
- ELY, ALICE W., (570)
School for the Deaf, Talladega, Alabama.
- ELY, CHAS. R., (430)
Gallaudet College, Washington, D. C.
- ELY, CHAS. W., (96)
School for the Deaf, Frederick, Maryland.
- ELY, GRACE D., (613)
School for the Deaf, Frederick, Maryland.
- EMERSON, MAUD L., (645)
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- EVANS, ROWLAND, (799)
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- EVERETT, MARY E., (484)
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- FARRANT, MARY I., (767)
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- FAY, DR. G. O., (110)
American School for the Deaf, Hartford, Conn.
- †FAY, ELIZABETH, (34)
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- FEARON, JAMES, (557)
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- FECHHEIMER, A. LINCOLN (240)
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- FECHHEIMER, H. S., (241)
2339 Kemper Lane, Cincinnati, Ohio.
- FECHHEIMER, MRS. H. S., (242)
2339 Kemper Lane, Cincinnati, Ohio.
- ‡FECHHEIMER, L. S., (100)
2359 Park Ave., Cincinnati, Ohio.
- FECHHEIMER, MRS. L. S., (246)
2359 Park Ave., Cincinnati, Ohio.
- *FELKEL, HENRY NOEL, (492)
- FERRIS, W. N., (273)
Ferris Institute, Big Rapids, Michigan.
- FIELD, ALICE M., (35)
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- FINNEY, MRS. M. E., (380)
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- †FLAHERTY, MARY, (135)
St. Joseph's Institute for the Deaf, New York, N. Y.
- FLEMING, NANNIE, (607)
School for the Deaf, Morganton, N. C.
- FLETCHER, KATHARINE, (177)
Clarke School, Northampton, Mass.
- FOLEY, JULIA A., (134)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- FOLEY, LIZZIE A., (225)
School for the Deaf, Jacksonville, Ill.
- FOSHAY, J. A., (779)
Supt. of Schools, Los Angeles, Cal.
- FOX, THOS. F., (470)
School for the Deaf, Station M, New York, N. Y.
- FULLER, SARAH, (95)
Horace Mann School for the Deaf, Boston, Mass.

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Gallaudet College, Washington, D. C.
- *GARRETT, EMMA, (38)
- GARRETT, MARY S., (508)
Home Training School for Deaf Children, Bala, Philadelphia, Pa.
- †GAWITH, FRANCES W., (50)
Clarke School. Northampton, Mass.
- GEDDES, J. T. (670)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- GEER, MARY L., (573)
American School for the Deaf, Hartford, Conn.
- GIBSON, CAROLINE H., (677)
School for the Deaf, Belleville, Canada.
- GILLESPIE, FRANCES E., (706)
School for the Deaf, Little Rock, Arkansas.
- GILLESPIE, J. A., (362)
N. Y. Life Building, Omaha, Nebraska.
- †GILLETT, ALMA, (215)
School for the Deaf, Jacksonville, Ill.
- GILLETT, CHAS. P., (519)
1225 W. College Ave., Jacksonville, Ill.
- GILLETT, JANE V., (214)
School for the Deaf, Jacksonville, Ill.
- *GILLETT, HARRIET ANN GOODE, (479)
- GILLETT, DR. PHILIP G., (39)
1225 W. College Ave., Jacksonville, Ill.
- GILLETT, MRS. PHILIP G., (478)
1225 W. College Ave., Jacksonville, Ill.
- *GILLIN, MARCELLA V., (399)
- GILL, LAURA D., (732)
North American Trust Co., Havana, Cuba.
- GILPIN, GEORGE, (155)
1721 Locust St., Philadelphia, Pa.
- GLENN, FRANCES L., (588)
School for the Deaf, Fulton, Mo.
- GODDARD, JOSEPHINE L., (692)
27 Conway St., Roslindale, Mass.
- GOODE, CORNELIA S., (506)
School for the Deaf, Delavan, Wisconsin.
- GOODWIN, E. McK., (207)
School for the Deaf, Morganton, N. C.
- GORDON, CLARA LOUISE, (681)
School for the Deaf, Minco, Indian Territory.
- GORDON, DR. JOSEPH C., (115)
School for the Deaf, Jacksonville, Ill.

- GORTON, MRS. CORA D., (718)
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- GRANT, MARY G., (696)
School for the Deaf, Halifax, Nova Scotia.
- GREGORY, SETH W., (527)
School for the Deaf, Delavan, Wisconsin.
- GREEN, CHAS. H., (830)
School for the Deaf, Clarendon St., Nottingham, England.
- GREENER, MAY, (595)
School for the Deaf, Columbus, Ohio.
- GRIFFIN, MARY E., (59)
School for the Deaf, Colorado Springs, Col.
- †GRIMM, M. AGNES, (67)
School for the Deaf, Romney, W. Va.
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- HALL, PERCIVAL, (584)
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- HALPEN, ROSA H., (306)
School for the Deaf, Rochester, N. Y.
- †HAMILTON, HARRIET E., (42)
School for the Deaf, Rochester, N. Y.
- HAMMOND, H. C., (403)
School for the Deaf, Olathe, Kansas.
- HANCOCK, E. FRANCES, (567)
School for the Deaf, Frederick, Maryland.
- HARMAN, AUGUSTA W., (262)
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- HARRIS, DR. J. ANDREWS, (730)
Chestnut Hill, Philadelphia, Pa.
- HARRIS, L. ISABEL, (16)
School for the Deaf, Portland, Maine.
- HARRIS, ROSA R., (410)
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- HART, OLIVE E. D., (44)
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- HAUPT, HERMINIE M., (758)
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- HEDRICK, JENNIE, (512)
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- HEISER, EVALYN, (707)
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- HENDERSHOT, ADELAIDE A., (801)
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- HENDERSHOT, LINA, (575)
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- HENDERSON, KATHARINE, (641)
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- *†HILL, REV. THOMAS,
- †HITZ, HON. JOHN, (4)
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- †HOBART, ALMIRA I., (66)
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- HOBART, ELSA L., (82)
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- HOBART, KATE F., (87)
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- HOBART, MRS. MARTHA L., (337)
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- *HOCKLEY, THOMAS, (261)
- HOFSTEATER, HOWARD MCP., (720)
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- HOLDER, MARY E., (445)
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- †HOOPES, MARY C., (88)
School for the Deaf, Mt. Airy, Philadelphia, Pa.

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- JASTREMSKI, ERNESTINE, (612)
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Englishtown, New Jersey.
- *JENKINS, W. G., (107)
- JOHNSON, AGNES, (697)
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- JOHNSON, RICHARD O., (476)
School for the Deaf, Indianapolis, Indiana.
- JOHNSTON, EFFIE, (448)
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- JONES, B. P., (829)
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- JONES, MRS. J. ARTHUR, (600)
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- KELLER, HELEN A., (427)
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- KENNAN, MRS. GEORGE, (425)
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- †KENT, ELIZA (450)
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- KERR, ELIZABETH, (640)
School for the Deaf, Fulton, Mo.

- KING, ADA R., (187)
School for the Deaf, Scranton, Pa.
- KING KATHERINE, (282)
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- KING, SIBELLE F., (700)
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- KUTNER, SIMEON (787)
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- ||LEONARD, ANNA R., (348)
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34 Princeton St., E. Boston, Mass.
- LOCKE, ADA SHERBURNE, (629)
Day School for the Deaf, Manitowoc, Wisconsin.
- LONDON, MARY E., (683)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- LONG, NORA V., (686)
School for the Deaf, Indianapolis, Indiana.
- LOWREY, FRANCES S., (680)
School for the Deaf, 904 Lexington Ave., New York, N. Y.
- LUCAS, FANNIE (189)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- LUCAS, JANE, (581)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- LUNG, MRS. J. C., (307)
252 Lake Ave., Rochester, N. Y.
- LYON, EDMUND, (45)
East Ave., Rochester, N. Y.
- LYON, MRS. EDMUND, (28)
East Ave., Rochester, N. Y.
- MACDONALD, BLANCHE, (698)
School for the Deaf, Halifax, Nova Scotia.
- MANSUR, MRS. LIDA O'HARA, (33)
School for the Deaf, Columbus, Ohio.
- MARCH, AGNES, (602)
School for the Deaf, Station M, New York, N. Y.
- MARSHALL, MISS M. R., (672)
School for the Deaf, 904 Lexington Ave., New York, N. Y.
- MARSH, DR. ELIAS J., (785)
Paterson, New Jersey.
- MARTIN MARY L., (666)
School for the Deaf, Jacksonville, Ill.
- MARVIN, MARY E., (594)
210 De Kalb Square, Philadelphia, Pa.
- MATHISON, ROBERT, (217)
School for the Deaf, Belleville, Canada.
- †METCALF, MATTIE H., (405)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- McALLISTER, EMILY, (68)
570 W. One Hundred Fifth-Ninth St., New York, N. Y.
- McALONEY, THOMAS (477)
School for the Deaf, Danville, Ky.
- McCOWEN, MARY (103)
School for the Deaf, 6550 Yale Ave., Chicago, Ill.

- †McDOWELL, FLORENCE C., (12)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- McGILL, MARGARET, (157)
School for the Deaf, Station M, New York, N. Y.
- McGUIGAN, MRS. CLARA M. H., (572)
School for the Deaf, Mystic, Conn.
- †McGUIRE, MARY, (373)
School for the Deaf, Pine Hill, Albany, N. Y.
- McILVAINE, JOHN A., (656)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- McKINLEY, MRS. D. H., (622)
127 W. Franklin St., Germantown, Philadelphia, Pa.
- *McMASTER, LUCY B., (148)
- McNEILL, HELEN (834)
Oral School for the Deaf, Govan, Scotland.
- McNULTY, B. F., (796)
School for the Deaf, Austin, Texas.
- ‡McVICKAR, RT. REV. WM. NELSON,
Providence, Rhode Island.
- McGIRR, KATIE M., (679)
School for the Deaf, Station M, New York, N. Y.
- MILLS, MRS. C. R., (516)
School for the Deaf, Tung Chow, Cheefoo, China.
- MITCHELL, H. F., (671)
School for the Deaf, 904 Lexington Ave., New York, N. Y.
- MITCHELL, MRS. J. G., (124)
432 E. Broad St., Columbus, Ohio.
- MONACI, PROF. DOTT. D. SILVIO, (764)
dell R. Istituto de Sordomuti, Genova, Italy.
- MONROE, SUSAN E., (617)
330 Gowen Avenue, Mt. Airy, Philadelphia, Pa.
- *MONROE, THOMAS, (174)
- MONROE, PROF. WILL S., (721)
State Normal School, Westfield, Mass.
- MONRO, MRS. SARAH A. JORDAN, (119)
Horace Mann School for the Deaf, Boston, Mass.
- MONTGOMERY, A. R., (349)
Bryn Mawr, Philadelphia, Pa.
- MOOREHEAD, HORACE R., (636)
Fifth St. and Bellfield Ave., Pittsburg, Pa.
- MORBACHER, MRS. SAMUEL, (394)
221 E. Sixty-Eight St., New York, N. Y.
- MORGAN, CHARLOTTE LOUISE, (285)
Day School for the Deaf, Oakland, Cal.

- MORRIS, JOHN T., (98)
826 Drexel Building, Philadelphia, Pa.
- MORRIS, LYDIA T., (775)
826 Pine St., Philadelphia, Pa.
- MORRISON, F. D., (465)
220 E. North Avenue, Baltimore, Maryland.
- MORRISON, GEORGE H., (378)
Troy, New York.
- MORSE, ANNA, (451)
School for the Deaf, Jacksonville, Ill.
- MORSE, WALTER F., (711)
Concord, Mass.
- MOSES, THOS. L., (738)
School for the Deaf, Knoxville, Tenn.
- MULRENEN, MRS. J. D., (222)
Hadley, Saratoga Co., New York.
- NELSON, E. B., (70)
School for the Deaf, Rome, N. Y.
- *NELSON, J. B., (398)
- NEWMAN, HELENA P., (310)
School for the Deaf, Rochester, N. Y.
- ‡NISSSEN, PROF. HARTVIG,
Boston, Mass.
- NOYES, DR. J. L., (58)
Faribault, Minn.
- NOYES, MARION L., (646)
Normal Hall, Westfield, Mass.
- O'DONNELL, FRANCIS H. E., (734)
School for the Deaf, Berkeley, Cal.
- †OSBORN, VIRGINIA A., (71)
Day School for the Deaf, Cincinnati, Ohio.
- PACKER, THOS. E., (733)
Mystic, Conn.
- ‡PAGE, MRS. THOS. NELSON,
1759 R St., Washington, D. C.
- PALMER, HELEN LEIGH, (678)
School for the Deaf, Jacksonville, Ill.
- PALMER, PATTIE, (639)
School for the Deaf, Fulton, Mo.
- PARTRIDGE, KATHARINE D., (356)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- PATTERSON, HETTIE I., (522)
School for the Deaf, Baton Rouge, La.
- PEARCE, IVA C., (471)
School for the Deaf, Delavan, Wis.

- PEET, ELIZABETH, (468)
School for the Deaf, Providence, R. I.
- *PEET, DR. ISAAC LEWIS, (178)
- PEGUES, MRS. E. C., (615)
School for the Deaf, Raleigh, N. C.
- PERKINS, MRS. GILMAN H., (147)
221 East Ave., Rochester, N. Y.
- PERRY, CHAS. STRONG, (727)
School for the Deaf, Berkeley, Cal.
- PETTIBONE, NORA, (703)
Wright-Humason School, 42 W. Seventy-sixth St., New York, N. Y.
- POND, BESSIE B., (687)
261 Monroe Ave., Rochester, N. Y.
- POPE, EMMA, (577)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- PORTER, EDWARD B., (731)
Indiana National Bank, Indianapolis, Indiana.
- POTTER, ADELLA F., (54)
20 Clinton St., Watertown, N. Y.
- PRATT, MRS. A. C., (370)
Chelsea, Mass.
- †PURTELL, MARY J., (76)
113 Buffalo Ave., Brooklyn, N. Y.
- PUTNAM, GEO. H., (501)
School for the Deaf, Olathe, Kansas.
- RAY, ELIZABETH, (614)
School for the Deaf, Indianapolis, Indiana.
- RAY, JOHN E., (797)
School for the Deaf, Raleigh, N. C.
- RAWLINGS, HELEN, (691)
School for the Deaf, Jacksonville, Ill.
- READ, UTTEEN E., (644)
School for the Deaf, Indianapolis, Indiana.
- REAMY, OLIVE L., (237)
Wright-Humason School, 42 W. Seventy-sixth St., New York, N. Y.
- REESE, FRANCES R., (09)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- REINHARDT, ANNA, (413)
Home for Deaf Children, Bala, Philadelphia, Pa.
- RICHARDS, ANNA M., (300)
School for the Deaf, Scranton, Pa.
- †RICHARDS, LAURA DEL., (85)
School for the Deaf, Providence, R. I.
- RIDER, EDWARD C., (386)
School for the Deaf, Malone, N. Y.

- ROBINSON, ANNA E., (774)
1161 Grand River Ave., Detroit, Michigan.
- ROBINSON, GRACE W., (593)
American School for the Deaf, Hartford, Conn.
- ROBINSON, LUCY E., (481)
School for the Deaf, Indianapolis, Indiana.
- ROE, DR. WM. R., (226)
Midland Institution for the Deaf, Derby, England.
- ROGERS, AUGUSTUS, (770)
School for the Deaf, Danville, Ky.
- ROGERS, GRACE A., (688)
School for the Deaf, Baltimore, Md.
- †ROGERS, HARRIET B., (139)
North Billerica, Mass.
- ROGERS, MARIA A., (343)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- ROSE, GRACE H. A., (384)
Day-School for the Deaf, Detroit, Mich.
- ROSENFELD, GEORGE, (724)
35 S. William St., New York, N. Y.
- ROTHERT, HENRY W. (6)
School for the Deaf, Council Bluffs, Iowa.
- ROTHSCHILD, S., (778)
1717 Jefferson St., Philadelphia, Pa.
- RUSSEL, JANE L., (367)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- RUSSEL, MARGARET, (574)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- RYERSON, MRS. M. A., (634)
4851 Drexel Boulevard, Chicago, Illinois.
- SANBORN, HON. F. B., (123)
Concord, Mass.
- SANDERS, GEORGE T., (514)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- SANDERS, MRS. THOMAS, (97)
Haverhill, Mass.
- SATTERTHWAITE, ESTELLA V., (542)
School for the Deaf, Rochester, N. Y.
- SATTLER, DR. ROBERT, (243)
64 W. Seventh St., Cincinnati, Ohio.
- SCHMITT, ANNA, (114)
1706 Fifth St., N. W. Washington, D. C.
- SCOTT, ELLA, (52)
School for the Deaf, Mystic, Conn.
- SCOTT, MRS. WALTER, (311)
118 W. Second St., Elmira, N. Y.

- SCUDDER, H. E., (769)
17 Buckingham St., Cambridge, Mass.
- SEISS, REV. DR. J. A., (632)
1338 Spring Garden St., Philadelphia, Pa.
- SELBY, MARY A., (194)
School for the Deaf, Jacksonville, Illinois.
- SENSENG, BARTON, (576)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- SHAW, JNO. GEO., (828)
School for the Deaf, Preston, England.
- †SHAW, MARY B., (150)
School for the Deaf, 904 Lexington Ave., New York, N. Y.
- SISTER B. E. DWYER, (494)
Le Couteulx St. Mary's Inst., Buffalo, N. Y.
- †SISTER MARY ANNE BURKE, (255)
Le Couteulx St. Mary's Inst., Buffalo, N. Y.
- SISTER MARY AUSTIN, (655)
St. Thomas's Convent, Jamaica Plain, Mass.
- †SISTER M. DOSITHEUS DWYER, (254)
Le Couteulx St. Mary's Inst., Buffalo, N. Y.
- SISTER MARY MARTINA, (690)
St. Thomas's Convent, Jamaica Plain, Mass.
- SISTER MARY OF THE SACRED HEART, (152)
Convent of Notre Dame, Cincinnati, Ohio.
- SISTERS OF ST. JOSEPHS, (761)
St. Joseph's Institute, S. St. Louis, Mo.
- SMITH, A. W., (652)
137 Water St., Cleveland, Ohio.
- SMITH, MISS E. J. (238)
School for the Deaf, 904 Lexington Ave., New York, N. Y.
- SMITH, CAROLINE R., (480)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- SMITH, JENNIE C., (755)
Day School for the Deaf, Eau Claire, Wis.
- SMITH, MARIE A. L., (605)
School for the Deaf, Danville, Ky.
- SPARROW, REBECCA E., (53)
School for the Deaf, Colorado Springs, Col.
- SPENCER, MRS. B. B., (354)
Day School for the Deaf, Milwaukee, Wisconsin.
- SPENCER, HON. ROBERT C., (381)
Wisconsin Phonological Institute, Milwaukee, Wis.
- SPRUIT, C., (715)
School for the Deaf, Jacksonville, Illinois.
- STANNARD, MARTHA R., (699)
Clarke School, Northampton, Mass.

- STEARNS, LAURA J., (647)
School for the Deaf, Mystic, Conn.
- STEELMAN, ANNA B., (555)
School for the Deaf, Columbus, Ohio.
- STEVENS, GEORGIE I., (578)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- STEVENSON, MARGARET J., (485)
School for the Deaf, Jacksonville, Illinois.
- STONE, MRS. ABBY LOCKE, (328)
185 Vernon St., Worcester, Mass.
- STONE, GEORGE F., (109)
American School for the Deaf, Hartford, Conn.
- *STOWELL, MARY E., (264)
- STRICKLAND, ELIZABETH H., (657)
School for the Deaf, 904 Lexington Ave., New York, N. Y.
- STUCKERT, WILLIAM, (798)
Doylestown, Pa.
- SULLIVAN, ANNIE, (325)
12 Newbury St., Boston, Mass.
- SUMMERS, CARRIE H., (305)
School for the Deaf, 904 Lexington Ave., New York, N. Y.
- SUTHERLAND, MRS. ARTHUR E., (140)
91 Lexington Ave., Rochester, N. Y.
- SWETT, NELLIE H., (331)
School for the Deaf, Beverly, Mass.
- SWILER, JOHN W., (46)
School for the Deaf, Delavan, Wis.
- TATE, J. N., (722)
School for the Deaf, Faribault, Minn.
- TATE, MRS. J. N., (355)
School for the Deaf, Faribault, Minn.
- TAYLOR, GEORGE, (833)
Institution for the Deaf and Dumb, Dublin, Ireland.
- TAYLOR, HARRIS, (422)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- TAYLOR, NELLIE M., (689)
Home School for the Deaf, Albany, N. Y.
- TAYLOR, W. E., (466)
Iowa Falls, Iowa.
- TERRELL, MRS. PARK, (455)
130 W. Eighty-fourth St., New York, N. Y.
- †THOMPSON, E. S., (3)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- THOMPSON, ELIZABETH L., (693)
School for the Deaf, Edgewood Park, Pa.

- †THOMPSON ELLA ROSS, (472)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- THOMPSON, E. W. E., (748)
54 Devonshire St., Boston, Mass.
- THOMPSON, LOUISA K., (272)
School for the Deaf, Guthrie, Oklahoma.
- THORNE, CATHARINE B., (601)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- THROCKMORTON, HELEN G., (486)
Clarke School, Northampton, Mass.
- TILLINGHAST, J. A., (832)
Institution for the Deaf and Dumb, Belfast, Ireland.
- TIMMERMAN, EDWARD F., (334)
53 Emerson St., Rochester, N. Y.
- TIPTON, J. W., (740)
Toronto, Kansas.
- TREPANIER, REV. FATHER F. X., (151)
Institution for the Deaf, Montreal, Canada.
- TRIPP, SALLY B., (90)
Horace Mann School for the Deaf, Boston, Mass.
- †TRUE, MARY H., (1)
Bethel, Maine.
- TYLER, PROF. JOHN M., (713)
Amherst, Mass.
- UNKART, MARY E., (616)
Tenafly, New Jersey.
- VAN PRAAGH, WILLIAM, (786)
Training College for Teachers, London W., England.
- WADE, W., (665)
Oakmont, Pa.
- WAITE, HELEN H., (195)
School for the Deaf, Jacksonville, Illinois.
- WALCOTT, CHARLES D., (793)
U. S. Geological Survey, Washington, D. C.
- WALTON, IDELLA, (702)
School for the Deaf, Jacksonville, Illinois.
- WATTS, ELIZABETH M., (674)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- WALKER, JOHN P., (340)
School for the Deaf, Trenton, N. J.
- WALKER, N. F., (548)
School for the Deaf, Cedar Spring, S. C.
- WARREN, LILLIE EDGINTON, (144)
124 E. Twenty-eighth St., New York, N. Y.
- WAY, DAISY M., (236)
Concordia Co., Kansas City, Missouri.

- WEAVER, STELLA E., (660)
41 Savin St., Roxbury, Mass.
- WEEDEN, MRS. JENNIE LIPPITT, (89)
199 Hope St., Providence, R. I.
- WELD, MARY E., (790)
Chestnut Hill, Philadelphia, Pa.
- WELLS, HANNAH, (312)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- WELSH, EUGENIA T., (608)
School for the Deaf, Morganton, N. C.
- WELSH, G. W., (739)
Farmers' National Bank, Danville, Ky.
- WENTZ, CLAYTON, (783)
School for the Deaf, Salem, Oregon.
- WESSLIUS, MRS. S., (653)
Grand Rapids, Michigan.
- †WEST, EMMA F., (57)
School for the Deaf, Mt. Airy, Philadelphia, Pa.
- *WESTERVELT, MRS. MARY H., (30)
- †WESTERVELT, DR. Z. F., (31)
School for the Deaf, Rochester, N. Y.
- WESTERVELT, MRS. Z. F., (106)
School for the Deaf, Rochester, N. Y.
- WESTINGHOUSE, MRS. GEORGE, (792)
Dupont Circle, Washington, D. C.
- WETTSTEIN, FRANCES, (141)
Day School for the Deaf, Milwaukee, Wis.
- WEYGANDT, C. N., (621)
408 Chestnut St., Philadelphia, Pa.
- WHEELER, LOUISE T., (566)
24 Bennington St., Newton, Mass.
- WHEELWRIGHT, MRS. E. M., (127)
1129 Tremont Building, Boston, Mass.
- WHITE, MRS. S. L., (752)
Caribou, Maine.
- *WHITMAN, MRS. MARTHA F., (176)
- WHITTAKER, MRS. H. M., (714)
360 Carlton Ave., Brooklyn, N. Y.
- WILCOX, RACHEL, (744)
Clarke, School, Northampton, Mass.
- WILKINSON, DR. WARRING, (795)
School for the Deaf, Berkeley, Cal.
- WILLIAMS, GERTRUDE, (596)
School for the Deaf, Scranton, Pa.



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